

**DESIGNING VIDEO-BASED TASKS IN TEACHING DESCRIPTIVE  
TEXTS FOR THE GRADE VII STUDENTS OF SMPN 05 DEPOK  
SLEMAN YOGYAKARTA**

**A Thesis**

**Submitted in fulfillment of the requirements for a *Sarjana Pendidikan* Degree  
in English Language Education**



**By**

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**2011**

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**DESIGNING VIDEO-BASED TASKS IN TEACHING DESCRIPTIVE FOR  
THE GRADE VII STUDENTS OF SMP N 05 DEPOK SLEMAN  
YOGYAKARTA**

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#### A Thesis



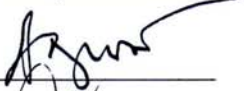

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## PERNYATAAN

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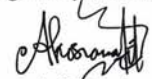
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Dengan ini saya menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 27 September 2011

Yang menyatakan,



Ari Rosiana  
05202244182



## Motto

○♥♥♥○♥□□\*○♥

$$(\mathbf{v})$$
[illegible][illegible]

**❖.Alloh Almighty..You are my  
everything,**

**You are the step I made,**

**You are my daily sunshine :).✿**

...( $\sqrt{v}$ ) ♥

■ ■ ■ ■ ■ ● ■ ■ ●' ♥

## **DEDICATION**

**This work is dedicated to:**

- ♥ **My dearly loved mother and father, thank you for always supporting me, thanks for having your trust in me, for letting me do whatever I want to do. Thanks for always reminding me to be on the 'right track'. Trust me, I always keep your words. I always listen to your advice. You're just the best adviser I ever have. All that I do is to make you happy. I love you more than ever, mommy, and daddy.**
- ♥ **All of my friends and those who love me.**
- ♥ **And you, yes you, who's now reading this thesis.**

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The writer greatly appreciates the headmaster, teachers, students of SMP N 5 Depok Sleman Yogyakarta for their willingness to facilitate and to be the research respondents during the data collection.

Finally, the writer expects the work can give contribution, no matter how little it is, to the development of education in the future. She also realizes that this thesis is still far from being perfect. Therefore, she welcomes any criticisms and suggestions from readers.

Yogyakarta, 27 September 2011

The Writer

Ari Rosiana  
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**ABSTRACT**

The objective of this study was to develop effective video-based tasks in teaching descriptive texts for the grade seven students of SMP N 05 Depok Sleman, Yogyakarta.

All data of this reasearch were taken from the grade seven students and the teacher of SMP N 05 Depok Sleman. This research study was classified as Educational Reasearch and Development since it tries to develop educational product. The research study used three types of research instruments, nemely observation guide, needs analysis questionnaires, and interview scheme. Qualitative and quantitative data analyses were applied.

The findings of the study suggested that video-based tasks should have the following components: title of the unit, warming up tasks (Let's Begin), practical tasks (Let's Practice), evaluation and home tasks. Those tasks and within-tasks were graded and sequenced using Nunan's (2004). The tasks served to demonstrate the ways in which tasks could be sequenced and integrated with other activity and exercises types. The tasks were designed based on the learning stages of presentation, practice, and production. In addition, the effective of video-based tasks covered both knowledge of English material and also the learners' competency for the grade seven students of SMP N 05 Depok Sleman.

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>STATEMENT PAGE .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATIONS .....</b>	<b>vii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>xiv</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>ix</b>
<b>LIST OF FIGURE .....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
 <b>CHAPTER I            INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Significance of the Research .....	8
 <b>CHAPTER II            LITERATURE REVIEW AND CONCEPTUAL</b>	
<b>                                 FRAMEWORK</b>	
A. LITERATURE REVIEW .....	9

<b>1. The Nature of Teaching and Learning Process .....</b>	<b>9</b>
1) Teaching Listening .....	11
2) Teaching Speaking .....	17
<b>2. The English Teaching Components .....</b>	<b>24</b>
a. Learners .....	25
b. Teacher .....	26
c. Materials .....	28
d. The Approach, Method, and Technique in Language Teaching .....	28
e. Media .....	28
<b>3. Using Media in Teaching and Learning .....</b>	<b>29</b>
<b>4. Descriptive Texts.....</b>	<b>32</b>
<b>5. Video .....</b>	<b>34</b>
1. The Meaning of Video .....	34
2. Video as a Language Learning Tool .....	36
3. Using Video in the F/SL Classroom .....	40
<b>6. Teaching English to Junior High School Students .....</b>	<b>42</b>
a. The Characteristics of Junior High School Students .....	42
<b>7. The Teaching of English in Indonesian Junior     HighSchool Students According to the Curriculum     2006.....</b>	<b>43</b>
<b>8. School – Based Curriculum .....</b>	<b>45</b>
<b>9. Standard of Content .....</b>	<b>47</b>
<b>10. Standard Graduate Competence.....</b>	<b>48</b>
<b>11. The Syllabus of Junior High School.....</b>	<b>48</b>
<b>12. Need Analysis .....</b>	<b>49</b>
<b>13. Task.....</b>	<b>49</b>
<b>14. Task Components .....</b>	<b>50</b>
<b>B. CONCEPTUAL FRAMEWORK .....</b>	<b>54</b>

## **CHAPTER III**

## **RESEARCH METHOD**



A. Type of Study .....	57
B. Setting.....	58
C. Data Collection Techniques.....	59
D. The Instrument of the Research .....	60
E. Data Analysis Techniques .....	61
F. Procedure of Research.....	62

## **CHAPTER IV                      THE RESEARCH PROCESS, FINDINGS, AND DISCUSSION**

A. Research Findings .....	67
1. Needs Analysis .....	67
a. The result of Needs Analysis.....	67
2. Expert Judgment.....	71
3. Course grid .....	72
4. The implementation.....	75
a. General Description of Need Analysis .....	75
b. Implemenetation .....	76
1) Try out 1 of Unit 1 .....	76
a) The description of the Try out .....	76
b) The evaluation .....	77
c) Conclusion .....	182
2) Try out 2 of Unit 1 .....	185
a) The description of the Try out .....	185
b) The evaluation .....	182
c) Conclusion .....	289
3) Try out 1 of Unit 2 .....	291
a) The description of the Try out .....	291

	b) The evaluation .....	291
	c) Conclusion .....	383
	4) Try out 2 of Unit 2 .....	386
	a) The description of the Try out .....	386
	b) The evaluation .....	386
	c) Conclusion .....	477
	B. Discussion .....	478
<b>CHAPTER V</b>	<b>CONCLUSION AND SUGGESTION.....</b>	<b>482</b>
	A. Conclusion .....	482
	B. Suggestion .....	487
	<b>BIBLIOGRAPHY .....</b>	<b>489</b>
	<b>APPENDICES .....</b>	<b>491</b>

## LIST OF TABLE

Table 1. Scoring of Likert scale .....	62
Table 2. Description the result of need analysis .....	67
Table 3. Expert Judgment .....	71
Table 4. Descriptive statistic of the effectiveness of Task 1 (try out 1 of unit 1).....	77
Table 5. Conclusion of the evaluation of Task 1 (try out 1 of unit 1).....	83
Table 6. Descriptive statistic of the effectiveness of Task 2 (try out 1 of unit 1).....	84
Table 7. Conclusion of the evaluation of Task 2 (try out 1 of unit 1).....	90
Table 8. Descriptive statistic of the effectiveness of Task 3 (try out 1 of unit 1).....	92
Table 9. Conclusion of the evaluation of Task 3 (try out 1 of unit 1).....	97
Table 10. Descriptive statistic of the effectiveness of Task 4 (try out 1 of unit 1).....	99
Table 11. Conclusion of the evaluation of Task 4 (try out 1 of unit 1).....	104
Table 12. Descriptive statistic of the effectiveness of Task 5 (try out 1 of unit 1).....	105
Table 13. Conclusion of the evaluation of Task 5 (try out 1 of unit 1).....	111
Table 14. Descriptive statistic of the effectiveness of Task 6 (try out 1 of unit 1).....	112
Table 15. Conclusion of the evaluation of Task 6 (try out 1 of unit 1).....	118
Table 16. Descriptive statistic of the effectiveness of Task 7 (try out 1 of unit 1).....	119
Table 17. Conclusion of the evaluation of Task 7 (try out 1 of unit 1).....	124
Table 18. Descriptive statistic of the effectiveness of Task 8 (try out 1 of unit 1).....	125
Table 19. Conclusion of the evaluation of Task 8 (try out 1 of unit 1).....	131
Table 20. Descriptive statistic of the effectiveness of Task 9 (try out 1 of unit 1).....	132

Table 21. Conclusion of the evaluation of Task 9 (try out 1 of unit 1).....	138
Table 22. Descriptive statistic of the effectiveness of Task 10 (try out 1 of unit 1).....	139
Table 23. Conclusion of the evaluation of Task 10 (try out 1 of unit 1).....	144
Table 24. Descriptive statistic of the effectiveness of Task 11 (try out 1 of unit 1).....	145
Table 25. Conclusion of the evaluation of Task 11 (try out 1 of unit 1).....	150
Table 26. Descriptive statistic of the effectiveness of Task 12 (try out 1 of unit 1).....	151
Table 27. Conclusion of the evaluation of Task 12 (try out 1 of unit 1).....	157
Table 28. Descriptive statistic of the effectiveness of Task 13 (try out 1 of unit 1).....	158
Table 29. Conclusion of the evaluation of Task 13 (try out 1 of unit 1).....	163
Table 30. Descriptive statistic of the effectiveness of Task 14 (try out 1 of unit 1).....	164
Table 31. Conclusion of the evaluation of Task 14 (try out 1 of unit 1).....	169
Table 32. Descriptive statistic of the effectiveness of Task 15 (try out 1 of unit 1).....	170
Table 33. Conclusion of the evaluation of Task 15 (try out 1 of unit 1).....	175
Table 34. Descriptive statistic of the effectiveness of Task 16 (try out 1 of unit 1).....	176
Table 35. Conclusion of the evaluation of Task 16 (try out 1 of unit 1).....	181
Table 36. Conclusion of the evaluation of try out 1 of Unit 1 .....	183
Table 37. Descriptive statistic of the effectiveness of Task 1 (try out 2 of unit 1).....	185
Table 38. Conclusion of the evaluation of Task 1 (try out 2 of unit 1).....	190
Table 39. Descriptive statistic of the effectiveness of Task 2 (try out 2 of unit 1).....	192
Table 40. Conclusion of the evaluation of Task 2 (try out 2 of unit 1).....	197
Table 41. Descriptive statistic of the effectiveness of Task 3 (try out 2 of unit 1).....	198
Table 42. Conclusion of the evaluation of Task 3 (try out 2 of unit 1).....	204
Table 43. Descriptive statistic of the effectiveness of Task 4 (try out 2 of unit 1).....	205

Table 44. Conclusion of the evaluation of Task 4 (try out 2 of unit 1).....	212
Table 45. Descriptive statistic of the effectiveness of Task 5 (try out 2 of unit 1).....	213
Table 46. Conclusion of the evaluation of Task 5 (try out 2 of unit 1).....	218
Table 47. Descriptive statistic of the effectiveness of Task 6 (try out 2 of unit 1).....	220
Table 48. Conclusion of the evaluation of Task 6 (try out 2 of unit 1).....	224
Table 49. Descriptive statistic of the effectiveness of Task 7 (try out 2 of unit 1).....	225
Table 50. Conclusion of the evaluation of Task 7 (try out 2 of unit 1).....	231
Table 51. Descriptive statistic of the effectiveness of Task 8 (try out 2 of unit 1).....	232
Table 52. Conclusion of the evaluation of Task 8 (try out 2 of unit 1).....	237
Table 53. Descriptive statistic of the effectiveness of Task 9 (try out 2 of unit 1).....	238
Table 54. Conclusion of the evaluation of Task 9 (try out 2 of unit 1).....	244
Table 55. Descriptive statistic of the effectiveness of Task 10 (try out 2 of unit 1).....	245
Table 56. Conclusion of the evaluation of Task 10 (try out 2 of unit 1).....	249
Table 57. Descriptive statistic of the effectiveness of Task 11 (try out 2 of unit 1).....	250
Table 58. Conclusion of the evaluation of Task 11 (try out 2 of unit 1).....	255
Table 59. Descriptive statistic of the effectiveness of Task 12 (try out 2 of unit 1).....	256
Table 60. Conclusion of the evaluation of Task 12 (try out 2 of unit 1).....	262
Table 61. Descriptive statistic of the effectiveness of Task 13 (try out 2 of unit 1).....	263
Table 62. Conclusion of the evaluation of Task 13 (try out 2 of unit 1).....	268
Table 63. Descriptive statistic of the effectiveness of Task 14 (try out 2 of unit 1).....	269
Table 64. Conclusion of the evaluation of Task 14 (try out 2 of unit 1).....	274
Table 65. Descriptive statistic of the effectiveness of Task 15 (try out 2 of unit 1).....	275
Table 66. Conclusion of the evaluation of Task 15 (try out 2 of unit 1).....	281

Table 67. Descriptive statistic of the effectiveness of Task 16 (try out 2 of unit 1).....	282
Table 68. Conclusion of the evaluation of Task 13 (try out 2 of unit 1).....	288
Table 69. Conclusion of the evaluation of try out 2 of unit 1 .....	290
Table 70. Descriptive statistic of the effectiveness of Task 1 (try out 1 of unit 2).....	291
Table 71. Conclusion of the evaluation of Task 1 (try out 1 of unit 2).....	296
Table 72. Descriptive statistic of the effectiveness of Task 2 (try out 1 of unit 2).....	297
Table 73. Conclusion of the evaluation of Task 2 (try out 1 of unit 2).....	304
Table 74. Descriptive statistic of the effectiveness of Task 3 (try out 1 of unit 2).....	305
Table 75. Conclusion of the evaluation of Task 3 (try out 1 of unit 2).....	311
Table 76. Descriptive statistic of the effectiveness of Task 4 (try out 1 of unit 2).....	312
Table 77. Conclusion of the evaluation of Task 4 (try out 1 of unit 2).....	318
Table 78. Descriptive statistic of the effectiveness of Task 5 (try out 1 of unit 2).....	320
Table 79. Conclusion of the evaluation of Task 5 (try out 1 of unit 2).....	326
Table 80. Descriptive statistic of the effectiveness of Task 6 (try out 1 of unit 2).....	328
Table 81. Conclusion of the evaluation of Task 6 (try out 1 of unit 2).....	334
Table 82. Descriptive statistic of the effectiveness of Task 7 (try out 1 of unit 2).....	335
Table 83. Conclusion of the evaluation of Task 7 (try out 1 of unit 2).....	341
Table 84. Descriptive statistic of the effectiveness of Task 8 (try out 1 of unit 2).....	342
Table 85. Conclusion of the evaluation of Task 8 (try out 1 of unit 2).....	348
Table 86. Descriptive statistic of the effectiveness of Task 9 (try out 1 of unit 2).....	350
Table 87. Conclusion of the evaluation of Task 9 (try out 1 of unit 2).....	355
Table 88. Descriptive statistic of the effectiveness of Task 10 (try out 1 of unit 2).....	356
Table 89. Conclusion of the evaluation of Task 10 (try out 1 of unit 2).....	362



Table 90. Descriptive statistic of the effectiveness of Task 11 (try out 1 of unit 2).....	363
Table 91. Conclusion of the evaluation of Task 11 (try out 1 of unit 2).....	369
Table 92. Descriptive statistic of the effectiveness of Task 12 (try out 1 of unit 2).....	370
Table 93. Conclusion of the evaluation of Task 12 (try out 1 of unit 2).....	376
Table 94. Descriptive statistic of the effectiveness of Task 13 (try out 1 of unit 2).....	377
Table 95. Conclusion of the evaluation of Task 13 (try out 1 of unit 2).....	383
Table 96. Conclusion of the evaluation of try out 1 of unit 2 .....	384
Table 97. Descriptive statistic of the effectiveness of Task 1 (try out 2 of unit 2).....	386
Table 98. Conclusion of the evaluation of Task 1 (try out 2 of unit 2).....	391
Table 99. Descriptive statistic of the effectiveness of Task 2 (try out 2 of unit 2).....	392
Table 100. Conclusion of the evaluation of Task 2 (try out 2 of unit 2).....	399
Table 101. Descriptive statistic of the effectiveness of Task 3 (try out 2 of unit 2).....	400
Table 102. Conclusion of the evaluation of Task 3 (try out 2 of unit 2).....	406
Table 103. Descriptive statistic of the effectiveness of Task 4 (try out 2 of unit 2).....	407
Table 104. Conclusion of the evaluation of Task 4 (try out 2 of unit 2).....	413
Table 105. Descriptive statistic of the effectiveness of Task 5 (try out 2 of unit 2).....	415
Table 106. Conclusion of the evaluation of Task 5 (try out 2 of unit 2).....	421
Table 107. Descriptive statistic of the effectiveness of Task 6 (try out 2 of unit 2).....	422
Table 108. Conclusion of the evaluation of Task 6 (try out 2 of unit 2).....	428
Table 109. Descriptive statistic of the effectiveness of Task 7 (try out 2 of unit 2).....	429
Table 110. Conclusion of the evaluation of Task 7 (try out 2 of unit 2).....	435
Table 111. Descriptive statistic of the effectiveness of Task 8 (try out 2 of unit 2).....	437
Table 112. Conclusion of the evaluation of Task 8 (try out 2 of unit 2).....	443

Table 113. Descriptive statistic of the effectiveness of Task 9 (try out 2 of unit 2).....	444
Table 114. Conclusion of the evaluation of Task 9 (try out 2 of unit 2).....	450
Table 115. Descriptive statistic of the effectiveness of Task 10 (try out 2 of unit 2).....	451
Table 116. Conclusion of the evaluation of Task 10 (try out 2 of unit 2).....	457
Table 117. Descriptive statistic of the effectiveness of Task 11 (try out 2 of unit 2).....	458
Table 118. Conclusion of the evaluation of Task 11 (try out 2 of unit 2).....	463
Table 119. Descriptive statistic of the effectiveness of Task 12 (try out 2 of unit 2).....	464
Table 120. Conclusion of the evaluation of Task 12 (try out 2 of unit 2).....	470
Table 121. Descriptive statistic of the effectiveness of Task 13 (try out 2 of unit 2).....	471
Table 122. Conclusion of the evaluation of Task 13 (try out 2 of unit 2).....	476
Table 123. Conclusion of the evaluation of Task try out 2 of unit 2 .....	478

## LIST OF FIGURES

Figure 1. Types of Oral Language by Nunan in Brown.....	18
Figure 2. Task components .....	67
Figure 3. Step of design procedure (Modified from Model X by Masuhara in Tomlinson and Ellis' model in Tomlinson (1998)) .....	66

## **LIST OF APPENDICES:**

- A.        NEED ANALYSIS**
- B.        COURSE GRID**
- C.        PHOTOGRAPHS**
- D.        UNITS FOR THE TRY OUT**
- E.        FIELD NOTES**
- F.        INTERVIEW**
- G.        LETTERS**

## **CHAPTER I**

### **A. Background of the Study**

According to American Association for the Advancement of Science the current methods used by English teachers cannot lead the students to achieve the learning goal. It is shown by the fact that there are still many students failing to do the final examination, especially in the English subject. When the researcher conducted her KKN-PPL, the method used by English teachers was still leading into a traditional technique of teaching. The classroom activities in the traditional method were listening to the teacher's explanation, reading the materials given, and doing exercises in the course book. Those monotonous activities made the students bored or unmotivated. In the teaching and learning process played a passive role because they just listened to the explanation from the teacher. These factors lead to unsuccessful English teaching and learning goals therefore the students need to get serious attention.

The development of technology has the important role in the teaching and learning process. Technology is always engaged in the teaching and learning process especially in teaching English. Introducing many technologies will help the students to enter the modern era. The students will not be left behind than others students. Here, the teacher has a big role to lead and introduce the students to a certain technology. The teacher can make a start on the technologies around the school. It

will bring the students to be more curious about a certain technology and bring them to achieve the learning goal.

There are many kinds of different media or technologies, which are used in different levels in the teaching-learning process that can increase the students' motivation in learning English. The media or technology that is used by every school is different. Even, some of schools do not use the media or technology yet, for example the use of listening laboratory, the use of computer, etc., whereas using media or technology is important in the teaching and learning process. It will help students to understand the material easily, make them interested in the material. In other words, media is one of the main roles in the teaching and learning process besides teacher and students.

There are many ways in using video materials in the teaching and learning process, for example subtitles can be used together with authentic videos to improve word recognition and vocabulary acquisition skills in the EFL class. This atmosphere provides authentic input through three different channels (written text, oral text and images) that contribute to offer a better and potentially longer-lasting mental representation of new and old lexical items; using authentic video material in the form of video-clip technology for learning and teaching in communication disorders. By generating video clips that fulfill coursework requirements, students become active participants in planning and demonstrating subject matters related to the course content. This process allows students to become more involved in the learning process through action rather than passive observation; etc.



The use of a certain video is one of the ways to improve the teaching and learning process. Unfortunately, there are many weaknesses in the use of a certain authentic video. For example, the use of video materials in teaching and learning process, such as authentic video materials, is still minimum, authentic video materials are still used in monotonous activities, and video-based activity is only used in a certain skill.

Firstly, there are many video-based activities are not used optimally; it is only used minimally. Although, the teaching and learning process by using certain media is efficient, unfortunately the teachers are not aware of it. Here, the teachers only use a certain video in one task or one activity. For example in a certain school, video is only used for question and answer activities.

Secondly, the existing video-based activity is only used monotonously. It is represented with only a question and answer activity in the use of video-based activity. However, the teachers can elaborate or improve the certain existing video activities in a variety of tasks or activities. Therefore, the teaching and learning process will not be boring, and then the students can enjoy the teaching and learning process.

Thirdly, video-based activity is only used in a certain skill, listening skill. If we look further, the integrated skill can be implemented in elaborating or improving the existing video. For example, it can elaborate the listening and speaking skills. However in fact, the teacher asks the students to watch the video and then asks them to do the exercises based on what they watch.

Therefore, according to some researchers, videos have to be used optimally to increase the students' motivation in following the teaching and learning process. Moreover, the existing video can be used to elaborate the teaching and learning process.

Activity designs in the teaching and learning process, which use authentic video materials, which show the activities by side of audio and visual, can help the students to reach the learning goal. Therefore, it will be better when the teacher can implement teaching a certain subject uses video-based activities design. Descriptive texts which purpose are to describe a person, place, thing, or idea, will be more effective in the teaching and learning when the teacher teaches the descriptive text by using video-based activities. To teach the descriptive texts clearer, the teacher needs to give the real object or thing. Moreover, video-based tasks designs are suitable to create it. The descriptive text will give more sense and the students will reach the learning goal easily.

Here, the researcher conducted research on the positive features of activity design in teaching descriptive text by using an authentic video material for the grade VII students, which can help teachers and students especially in teaching text types for grade VII students of SMPN 05 Depok.

## **B. Identification of the Problem**

The teaching and learning process is the process in which the teacher and the students should support each other in order to achieve the target. Both of them have a

big influence in the teaching and learning process. For example, without the teacher, the students cannot stand by themselves to learn and in contrary without the students what the teacher will do or who will be taught by the teachers. Besides, the teaching and learning process needs as many media as possible because using a certain media helps both teacher and students.

Actually, there many resources of authentic video materials that can be used in the teaching and learning process. Those are

1. Film

Film is one of the supporting media in the teaching and learning process. Here, the teacher can select certain scenes related to the material that will be taught.

2. Television programs (TV show)

The television program (TV show), such kind of news program is one of audiovisual material or media that can be used in the teaching and learning process.

3. The records which are made by the teachers in a particular situation,

Sometimes, the teachers will be creative in making certain media to teach their students, and to motivate them in the teaching and learning process. For example, the teachers make records in a particular situation. However, certain records that have been made are not used maximally. There is only a certain activity or task implemented.

#### 4. Internet resources (existing video)

The internet resources will have big contribution if we understand how to use them. The problem is how the people can use them maximally, for example the use of certain video internet resources in the teaching and learning process. Existing video is a video that has existed. Certain teachers may have used this video. It usually has time duration for about two until five minutes.

#### 5. TV series

TV series which are authentic video materials can be used in the teaching and learning process. TV series as authentic video material, can be used to high-level students because they have long duration and usually have complicated stories such as sitcom, sinetron, drama comedy etc.

#### 6. The video clips

Video clips are short clips of video, usually part of a longer piece. The term is also more loosely used to mean any short video less than the length of a traditional television program.

The video clips are a short authentic video material that can be used in the teaching and learning process to teach junior high school students or senior high school students.

## 7. Video blog

A video blog, sometimes shortened blog, is a blog that comprises the video. Regular entries are typically presented in a reverse chronological order and often combine embedded video or a video link with supporting texts, images, and other metadata.

### C. Limitation of the Problem

The researcher does not develop all of authentic materials (seven resources) above. The researcher focused only on one element of language the teaching and learning process, to develop video-based tasks in teaching descriptive texts based on the internet resources (existing video). The activities were designed for grade VII students. The activity designs were implemented in SMPN 05 Depok Sleman in order to find the effective or suitable activity design in teaching descriptive texts for the grade VII students of SMPN 05 Depok Sleman in the academic year of 2009/2010.

The researcher chose videos in this research because it was related to teaching listening speaking skill for the grade seventh students. Moreover, it was more effective in teaching listening because videos include audio and visual. The students could study listening from the audio and they could study speaking from the visual.

The researcher used descriptive text in this research to adopt the material in the school, that in the beginning of the second semester the students had to study descriptive texts.

**D. Formulating of the Problem**

By virtue of the limitation of the problem, the researcher formulates the problems as follows:

1. What are the learning needs of the grade VII students of SMP N 5 Depok Sleman?
2. What are the effective video-based tasks in teaching descriptive texts for grade VII students of SMP N 5 Depok Sleman like?

**E. Research Objectives**

Corresponding to the formulation of the problem, the objectives of this research are

1. To identify the learning needs of the grade VII students of SMP N 5 Depok Sleman.
2. To develop effective video-based tasks in teaching descriptive texts for grade VII students.

**F. Research Significance**

This research is expected to give a valuable contribution to the following parties:

1. To the students, the result of the research can be used as the resource in the teaching and learning process that can improve the students' listening and speaking skill.



2. To English instructors or teachers who teach English to Junior High School students especially in teaching text types, the result of this research study can be used as a reference as an effective video-based task design and can be used to learn how to teach texts type especially for grade VII is like.
3. To other researchers who wish to develop video-based tasks for text types, the result of this research study can be a reference as an effective video-based design is like.
4. To the materials developers, the result of the research encourages them to design tasks that are appropriate for the students' needs of English.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

The main objective of this research study is to develop video-based tasks in teaching descriptive texts for the grade VII students. The teaching of descriptive texts through using video-based tasks is a new technique/method that is used in Indonesia.

One of the factors that can determine the success of this design is the students themselves. Since the students of the grade VII are not taught maximally through using video-based task designs, one way to ensure the effectiveness of the teaching and learning process is to have effective tasks design. The basis to have effective teaching and learning tasks is a sound task design organized in such a way that they will make learning easy, effective, and help teaching and learning process.

An effective task design will then need to be developed. The tasks have to be developed based on many considerations. For that reason, theories of the nature of teaching and learning process, using media in teaching and learning, descriptive text, video, teaching English to junior high school students, task will be presented and will be discussed before the conceptual framework for this study down.

#### **A. Theoretical Review**

##### **1. The Nature of the teaching and learning process**

The nature of teaching and learning process has to be discussed in this chapter, because it has relationship with the classroom process. Based on the view of

learning, it can be explained the nature of teaching learning process. Teaching and learning process is interaction process around the environment, so that it is a change for the better. Besides, the teaching learning process pointed out by Sudjana (2000:6) is the effort in the teaching and learning to help the students in doing learning process.

In teaching learning context, there are teaching and learning as the two important activities. What is meant by teaching? Sardiman (2005:21) explains that teaching is an effort in making a good condition or environment system that supports the teaching learning process when we call learning as students' activity then teaching as teacher's activity.

Ibrahim and Nana Syaodih (2003: 31) define the main aspect what of teaching learning is the interaction between the students and teacher. Here the teacher is teaching, and the students are learning.

The teaching and learning process needs to be discussed here.

Moreover, Oemar Hamalik (2003:53-55) interpret teaching learning process. Those are

- a. Teaching learning process is the same as teaching activity.
- b. Teaching learning process is learning and teaching interaction.
- c. Teaching learning process is a system.
- d. Teaching learning process is identical to education.

In the English teaching and learning process, teaching techniques are elements that cannot be separated. Teachers need special preparation to teach a language, especially English. Teachers must be familiar with various kinds of teaching

techniques in order to improve their quality of language teaching and to get students' attention.

On the other hand, teachers also need to conduct teaching and learning process involving the four aspects of language, namely teaching listening, speaking, reading and writing. Here, listening and reading are receptive skills while speaking and writing are productive skills. Four of them are usually called integrated skills, which cannot be separated from listening, speaking and reading writing because four of them have relationships.

### **1) Teaching Listening**

Nunan in Richards (2002: 235) points out that in order to develop appropriate approaches to teaching listening skill, it is first necessary to understand the nature of listening. Two models of listening skill can be identified: the bottom-up and the top-down processing models. The bottom-up processing holds that listening is a linear, data driven process. Comprehension occurs to the extent that the listener is successful in decoding the spoken text. The top-down model listening, by contrast, involves the listener in actively constructing meaning based on expectations, inferences, intentions, and other relevant prior knowledge. The language data serve as cues to activate this top-down process. In teaching listening, Nunan(2004:168) suggests that we design activities that teach both bottom-up and top-down processing skills as they both play important, but different, roles in listening. It is also important to teach learners specific strategies that can help them understand the process underlying

listening, so far gradually they can assume greater control of their own learning. Among the key strategies that can be taught are predicting, selective listening, listening for different purposes, inferencing, and personalizing.

Field in Richards (2002: 236) examines a commonly used format for the teaching of listening, one which involves these stages in a listening activity: pre-listening, listening, and post-listening. He points out the limitations of some activities often used at these different points in a lesson: Materials and teaching often tend to test listening rather than teach it and do not practice the kind of listening that takes place in real life. Field advocates the use of present questions, the use of task-based listening activities, a focus on strategies, and a greater use of authentic materials and shows how these recommendation affect the typical three-part listening lesson. He also shows how the teacher's role is crucial in the teaching of listening. The teacher is not there simply to check answers, but rather to actively guide learners through the processes of listening, monitoring their listening difficulty, and reshaping classroom task to provide maximum opportunities for learner involvement and to develop a better awareness of how to listen.

Lam in Richards (2002: 236) points out that many ESL listening materials fail to provide examples of genuine ofspoken language since devices typically used by speakers, such as filler, fragments, and compensation devices, are often omitted. She illustrates ways in which learners can develop awareness of syntax and organization of spoken discourse in order to facilitate their ability to process spoken texts. These

activities integrate both listening and speaking and seek to prepare learners to handle the demands of real-world communication.

### The Nature of the Listening Process

Listening is assumed to be of greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening. As Rost (1994, pp. 141-142) points out, listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

From the late 1960s, practitioners recognized the importance of listening and began to set aside time for practicing the skill. A relatively standard format for the listening lesson developed at this time:

☐ Pre-listening

Pre-teaching of all important new vocabulary in the passage

☐ Listening

Extensive listening (followed by general questions establishing context)

Intensive listening (followed by detailed comprehension questions)

☐ Post-listening

Analysis of the language in the text (Why did the speaker use the present perfect?)

Listen and repeat: teacher pauses tape, learners repeat words.

### **Pre-listening Activities**

Some kind of pre-listening activity is now usual, involving brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening text. This phase of the lesson usually lasts longer than it should. A long pre-listening session shortens the time available for listening. It can also be counterproductive. Extended discussion of the topic can result in much of the content of the listening passage being anticipated. Revising language points in advance encourages learners to focus on examples of these particular items when listening-sometimes at the expense of global meaning.

One should set two simple aims for the pre-listening period:

1. To provide sufficient context to match what would be available in real life.
2. To create motivation (perhaps by asking learners to speculate on what they will hear)

There have been changes in the way that comprehension is checked. We recognized that learners listen in an unfocussed way if questions are not set until after the passage has been heard. Unsure of what they will be asked, they cannot judge the level of detail that will be required of them. By presenting comprehension questions, we can ensure that learners listen with a clear purpose, and that their answers are not dependent on memory.

### **Post-listening**

As part of post-listening, one can ask learners to infer the meaning of new words from the contexts in which they appear just as they do in reading. The procedure is to write the target words on the board, replay the sentences containing them, and ask learners to work out their meanings. Some teachers are deterred from employing this vocabulary-inferring exercise by the difficulty of finding the right places on the cassette. A simple solution is to copy the sentences to be used onto a second cassette (Richards: 235-245).

Listening is categorized as receptive skill. By listening, the students can get new information to enrich their knowledge. In conducting listening class, Brown (2001: 255) proposes six types of classroom listening performance. The types of classroom are as follows;

#### **a. Reactive**

Reactive listening can play in an interactive classroom. This type of classroom focuses on pronunciation.

#### **b. Intensive**

The examples of intensive listening performance include this:

- 1) Students listen for cues in certain choral/individual drills.
- 2) The teacher repeats a word or sentence several times to “imprint” it in the students’ mind.



3) The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc.

**c. Responsive**

A significant proportion of the listening activity consists of short stretches of teacher language designed to elicit immediate responses. The examples include;

- 1) asking questions (“What did you do last night?”)
- 2) giving commands (“Take a piece of paper and a pen.”)
- 3) seeking clarification (“What was that word you said?”)

**d. Selective**

There are many ways in promoting selective listening skills. Teachers can ask their students to listen for;

- 1) people’s names
- 2) certain events or facts
- 3) stories and anecdotes
- 4) main ideas and/or conclusion

**e. Extensive**

Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the students to invoke other interactive skills (e.g., note-taking and/or discussion) for full comprehension.

#### **f. Interactive**

Interactive listening is a listening performance that can include all five of the above types. Students may actively participate in discussions, debates, conversations, role-plays and other pair and group work.

Micro skills that will be learnt:

- ☐ Learning the words in the video

For example; listen carefully

- ☐ Building vocabulary

For example; listen to the video while memorize the vocabulary

- ☐ Pronunciation

For example; repeat after the teacher

### **2) Teaching Speaking**

Speaking is a productive skill. By speaking, the students can express or share our ideas, purposes, feelings and thoughts to others. Then, by speaking the students can also socialize with others.

Brown (2001: 269) argues that in planning and implementing techniques in the interactive classroom, teachers need to make sure their students can deal with types of spoken language. Students need to be familiar with both interpersonal and transactional dialogue.

Moreover, Nunan in Brown (2001: 250) states that much of our language teaching energy is devoted to instruction in mastering English conversation.

However, numerous other forms of spoken language are also important to incorporate into a language course. Language learners should be familiar with the types of oral/spoken language. He figures types of oral language as follows;

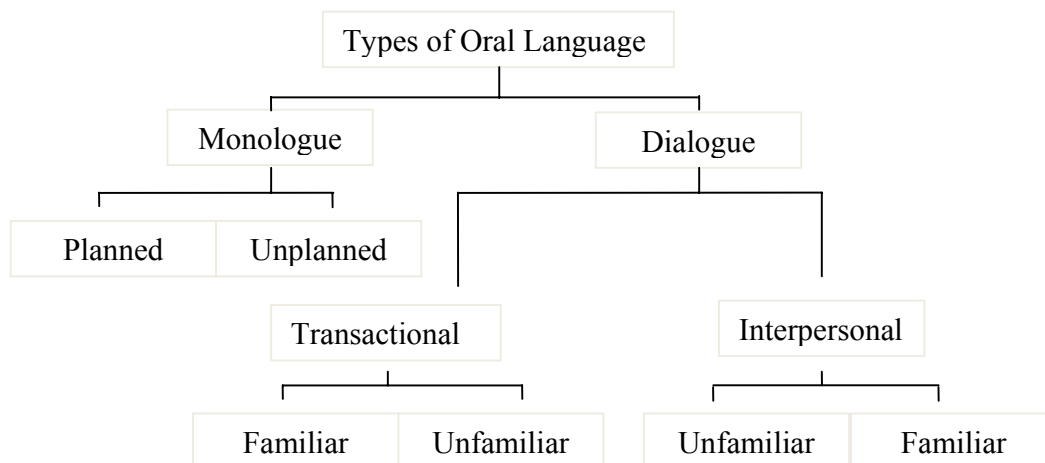


Figure 1. Types of Oral Language by Nunan in Brown

Micro skills that will be learnt:

- Retelling the video about certain animal or thing (monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message)

For example; summarize the information that you learn from the video

- Performing in front of the class (produce fluent speech at different rates of delivery)

For example; in pairs, make a monologue based on the video.

- Making a monologue based on the pictures in the video

For example; make a dialogue based on the pictures and situation, then act out

### **a. The Nature of Teaching Speaking**

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance ( Chaney, 1998: 19) in Kayi (2006: 1).

Kayi (2006: 1) also states the means of teaching speaking to the learners are as follow

- 1). Produce the English speech sounds and sound patterns
- 2). Use word and sentence stress, intonation patterns and the rhythm of the secondlanguage.
- 3). Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4). Organize their thoughts in a meaningful and logical sequence.
- 5). Use language as a means of expressing values and judgments.

- 6). Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003 in Kayi (2006:1)

According to Richards and Lockhart (1994: 29), teaching is a complex process, which can be conceptualized in a number of different ways. Brown (1987: 6) says that teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, and causing to know and understand.

Related to teaching speaking, Burkart (1998) explains further about three areas of knowledge in teaching speaking:

- 1). Mechanics (pronunciation, grammar, and vocabulary). It means using the right words in the right order with the correct pronunciation.
- 2). Functions (transaction and interaction). It means knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3). Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). It means Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In teaching speaking, teacher can use different types of classrooms speaking performances. Brown (2001: 271-274) there are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

### 1). Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

### 2). Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. It can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

### 3). Responsive

It is a good deal of student speech in the classroom. It is short replies to teacher- or students-initiated questions or comments.

### 4). Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

### 5). Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

### 6). Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

#### **b. Teaching speaking based on school-based curriculum**

As explained before, the teaching of speaking should be developed equally with other skills that are reading, listening, and writing. The teaching of speaking also should be based on the school based curriculum that is proposed by the government as the guide in the teaching and learning process.

KTSP is developed according to the condition of educational institution, potential and characteristic of the area, and the social culture of the local society and the students. Mulyasa (2008: 8) states that the school and the school committee develops the curriculum and its syllabus based on the foundation framework and the standard of graduate competency, under the supervision of the education department of regency and religion department in charge of education.

The teaching of speaking in junior high school should be based on the basic competency and standard of competency as what is stated in the standard of graduation competency. Mulyasa (2008: 109) states that relating to school-based curriculum, National Education Department has prepared standard competency and basic competency for every subjects, which is used as guide for the teachers in developing the school-based curriculum in every school.

### **1). Standard of Competency of Speaking**

According to standard of competency of speaking stated in School Based Curriculum, after the students learn speaking subject they are expected be able to:

- a). Express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.
- b). Express meaning of functional oral texts and short simple monologue in the descriptive and recount texts to interact with surrounding.

### **2). Basic Competency**

The objectives of teaching speaking in junior high school students can be reflected on the basic competency that have prepared by the government. By having speaking subject in the school, the students are expected be able to:

- a). Express meaning in transactional dialogue ( to get things done) and simple interpersonal ( socialization) dialogue by using oral various language accurately, fluently, and appropriately to interact with surrounding including asking , giving, and refusing service, asking, giving, and refusing things, accepting and denying the fact, asking and giving opinion.
- b). Understand and give responses to the transactional dialogue (to get things done) and interpersonal dialogue (socialization) by using various spoken language accurately, fluently, and acceptable to interact with surrounding including: inviting, accepting and refusing invitation, agreeing and disagreeing, praising, and giving congratulation.



- c). Express meaning in the form of short functional spoken text by using various spoken language accurately, fluently, and appropriately to interact with the surrounding.
- d). Express meaning in short simple monologue by using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the form of descriptive and recount text.

By looking the basic competency of speaking, the teachers also will know the scope of speaking materials that will be taught to the students. The materials include the language functions such as inviting, accepting and refusing invitation, agreeing and disagreeing, praising, and giving congratulation, asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying the fact, asking and giving opinion and genre or text type, that are descriptive, recount, and narrative texts.

## **2. The English Teaching Components**

Teaching and learning components are important in the teaching and learning process. There are five components in the teaching and learning process: learners, teachers, materials, the approach, method, and technique in language teaching, media. They cannot be separated from each other related to research that discusses designing video-based tasks in teaching descriptive texts. Therefore, teaching and learning components have to be discussed.

**a. Learners**

Learners are the center of the English teaching-learning process; therefore, the characteristics and needs of the learners are important things that should be treated well by the teacher.

**i. Learners' Characteristics**

Kemp (1977: 19) categorizes learner characteristics into two, namely academic and social factors. The academic factors include number of students, academic background, grade-point average, level of intelligence, reading level, scores on standardized achievement and aptitude tests, study habits, ability to work alone, background in subject or topic, motivation for studying the subject, expectations of the course, and vocational and cultural aspirations.

The social factors include age, maturity, attention span, special talents, physical and emotional handicaps, relations among the students, and socioeconomic situation.

**ii. Learners' Needs**

Finocchiaro and Brumfit (1983: 60) in Sugeng (1997: 34) state some theories categorizing learners' needs into two, namely objective and subjective needs. Objective needs refer to those resulting from some job analysis, that is, description as to what behaviors one is expected to perform in a certain job. Subjective needs on the other hand, are those which arise from unexpected events or situations.

Sugeng (1997: 34) also divides learners' needs into formal educational setting. In this situation, needs are usually identified by a task force consisting of

teachers, instructional technologies, and government officials. He, then, states that the physical form of formal learners' needs is a curricular goal stated in a syllabus.

Non-formal needs are those which are found in non-formal educational setting. They are much determined by the students, although their formulation may be made by the teacher or instructional developer.

## **b. Teacher**

### **1) Teacher Roles**

Richards (1985: 23) states that some instructional systems totally depend on the teacher as the source of knowledge and direction; others see the teacher's role as catalyst, consultant, diagnostician, guide, and model for learning; still others try to teacher-proof the instructional system by limiting teacher initiate and building instructional content and direction into texts or lesson plans.

The same opinion is stated by Allen and Vallete (1972: 26). They say that the role of a foreign language teacher is the center of the learning process. The foreign language teacher must bring about changes or modification in behaviors, habits attitudes, skills or knowledge, in an unfamiliar medium requiring additional or different psychological activity.

For the functional or communicative method, Breen and Candlin (1980: 99) in Richards (1985: 24) describe the two main roles of teacher. The first role is to facilitate the communication process between all participants in the classroom and between these participants and various activities and texts. The second role is to act as

an independent participant within the teaching-learning group. This role is closely related to the objectives of the first role and arises from it.

## **2) Teacher's Competences and Performances**

Chomsky in Clark and Clark (1970: 6) states that linguistic competence is one's capacity to use language while linguistic performance is the actual application of this competence in speaking or listening. A similar opinion is stated by Brown (1987: 24) who states that competence is your underlying knowledge of the system of a language – its rules of grammar, its vocabulary, all the pieces of a language, and how those pieces fit together. Performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

In relation to teacher's competence, Allen and Vallete (1997: 3) in Madya (2000: 72) believe that the teachers are the key figures in the language course since they set the tone for the activities. Their notes vary according to the teaching approach being applied. But in classroom situations, with whatever approach, they plan a prime role in their students' progress and lack.

In accordance with teacher performance, Campbell (1980); Spolsky (1980); Ingram (1980); Strevens (1976); and Stem (1983) in Madya (2000: 73) suggest that to be able to teach a foreign language effectively, foreign language teachers should have a practical command of the target language. This means that they should have a good mastery of the four language skills are mentioned above.

**c. Materials**

One of the teacher's jobs in planning the teaching-learning process is selecting materials. Materials play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require (Dudley-Evans and John, 1998: 171). Meanwhile, Richards and Rodgers (1992: 79) view materials as a way of influencing the quality of the classroom interaction and language use. Materials have the primary role of promoting communicative language use.

**d. The Approach, Method, and Technique in Language Teaching**

An Approach, according (Anthony, 1986:54) is a set of assumptions dealing with the nature of language, learning, and teaching. According to Richards and Rodgers (1992:79), an approach is assumptions, beliefs, and theories about the nature of language and language learning.

Method is described as an overall plan for the systematic presentation of language based upon a selected approach. A method according to Richards and Rodgers (1992: 154) is an umbrella term for the specification and interrelation of theory and practice.

Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are harmony with an approach as well.

**e. Media**

Sugeng (1997: 110) defines that media in the teaching-learning process are tools to match the learning objective and the learning product. He, then, says the

important principle of media is that media is never an end by itself. Media are a means of actively the learning objectives. Therefore, the selection of media must be based on the learning process.

Printed media can be books, storybooks, newspapers or magazines. Still media can be charts, pictures charts, posters, slot board, and flannel board. Audio media can be OHP, slides, photos, and filmstrips. Audio-visual can be real objects, specimens, and models. Stimulated media can be games and quizzes, role-plays, and stimulation. Action-based media can be performance, construction, experimentation, and demonstration.

### **3. Using Media in Teaching and Learning**

ArniFajar cites Peter Sheal's statement (2004: 88), he explains that individual success in catching teaching learning process is determined by how the teaching learning process is going on. The major principle used to decide suitable media has to give motivation to the students (Rodgers and Thorton, 2005:1). Efforts to give motivation for the students, use media can be modified with ARCS models which are suggested by Keller (Rodgers and Thorton, 2005: 1). There are four points:

#### **1. Attention**

The learner's attention must be acquired and maintained. The instructional material must have attention-getting strategies to direct the learner to the material.

#### **2. Relevance**

Unless the learner perceives a need for the information, motivation, to learn will be impaired. Instructional materials must be designed to show that the information is important to the learner and relates to their work or other personal goals or motives.

3. Confidence

A serious distracter to motivate is the inability of the learner to maintain confidence in his or her ability to learn the material.

4. Satisfaction

The learner must be satisfied with the learning experience in order to maintain motivation.

In the twentieth century a primary concern of the language teaching profession is to find more effective methods of language teaching. By the twenty-first century there has been a movement away from a preoccupation with generic teaching methods toward a more complex view of language teaching which consists of a multifaceted understanding of the teaching and learning processes. Brown traces this movement from a preoccupation with “methods” to a focus on “pedagogy.” Huer (2005: 51) “Technology-infused teaching and learning are still relatively new phenomena in the educational milieu in the United States. Developments in technology are outpacing research on the impact of educational technology on learning.” Audio visual is one of improvisation multimedia that used as universal in the teaching learning process in many grades.

There are many ways to increase motivation in elaborating materials pointed out by Beck (2005:40). Those are presented film or TV, humor, challenging games, and many pictures. The major principle used to decide suitable media has to give motivation to the students (Rodgers and Thorton, 2005:1).

As the development of technology today, teaching English in Indonesia should be changed. With the increase in educational technology, video is no longer imprisoned in the traditional classroom; it can easily be expanded into the computer aided learning lab (Canning, 1998).

Technology mediated learning requires adjustments in the teaching/learning process for both teacher and students. It means that technology is really needed in the teaching and learning process because media or technology will help the students to catch the materials given by the teacher. Then, the using media will help the teachers to transfer knowledge easily. Furthermore, students will achieve the target in the teaching and learning process quickly. Video is at best defined as the selection and sequence of messages in an audio-visual context Canning (2000). ” Huer (2005: 51) “Technology-infused teaching and learning are still relatively new phenomena in the educational milieu in the United State. Developments in technology are outpacing research on the impact of educational technology on learning.” Audio visual is one of improvisation multimedia used as universal in the teaching learning process in many grades.

However, in recent years, some of these questions have begun to be addressed, but in limited contexts. For example, Balatova (1994) suggests that unlike



a student, who listened in sound only conditions, the use of video and sound conditions were more consistent in their perception of the story, in the sense that difficult and easy passages formed a pattern. The study notes that scenes where utterances were backed up by an action and/or body language and that were relatively shorter were considered easier to understand by students. Less lively scenes, which involved relatively long stretches of conversation, were labeled as more difficult. These comments illustrate that visual cues are important, since they either facilitated or distracted from understanding. In addition, her research also notes, "It is also interesting to point out that students in the sound-only conditions in the two experiments were less successful in maintaining the interest and concentration in listening".

#### **4. Descriptive Texts**

Research by Herron, Hanley and Cole (1995) indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive listening is facilitated by the richness of the context that visual organizers, such as educational videos, provide. Heron (1994) finds that advanced organizers based on videos helped learners improve comprehension and aid in the retention of information.

Descriptive text: purpose is to create a clear picture of a person, place, thing, or idea through the use of vivid, powerful words help a reader see, experience, or

know an object, place, time, or person; uses sensory details; rarely a separate type of writing; instead often a vital part of narrative, expository, or persuasive text, Colorado State Board of Education (2006).

### General Features of Description

#### Social Purpose

To focus one's attention on the characteristic features of a particular thing (as opposed to information reports, which deal with a general class of things). The subject might be a person, a place, or a thing. It might be impressionistic/ imaginative or an objective description.

Meanwhile description can occur as 'stand-alone' texts, they are often part of longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in details is an important skill that can contribute to a number of different text types.

#### Structure

- ☐ An introduction to the subject of the description
- ☐ Characteristic features of the subject

(There may also be some optional evaluation interspersed through the text and optional concluding comment).

#### Grammar

- ☐ Use of particular nouns
- ☐ Use of detailed noun groups to provide information about the subject

- ☐ Use of a variety of types of adjectives
- ☐ Use of relating verbs to provide information about the subject
- ☐ Use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feeling
- ☐ Use of action verbs to describe the subject behavior
- ☐ Use of adverbials to provide more information about this behavior
- ☐ Use of similes, metaphors and other types of figurative language, particularly in literary descriptions

Generic structure:

- ☐ Identification: identify phenomenon to be described.
- ☐ Description: describe parts, qualities, characteristics.

Language features:

- ☐ Focus on specific participants.
- ☐ Use of attributive and identifying processes.
- ☐ Frequent use classifiers in nominal groups.
- ☐ Use of simple present tense.

## **5. Video**

### **1. The Meaning of Video**

Video is defined as the display of recorded pictures on a television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video. The use of video is now an integral part of language teaching.

Videos have the advantage of providing the students with visual clues that are an important source of information in real life communication. Videos are available on almost any topic and for all types of learners in all the domains of instruction cognitive, affective, motor skill, and interpersonal.

Video in the classroom can be used by teachers. Smaldino, Lowther, & Russell (2008:134) state that one advantage of video is motion. Moving images have an obvious advantage over still visuals in portraying concepts in which motion is essential to learning (such as motor skill). Many teachers can use video to introduce a topic, to present content, to provide students with authentic materials and to promote enrichment. Video in this case can become an abridgement to understand the things which are beyond their experience so that they can share the similar experience with those in the cities. Many things that cannot be brought into the classroom can be provided within the students' reach by way of using video.

Teachers play video in a few minutes but it will provide maximum benefits for students and promote learning specifically related to the students' needs. Videos are available for almost any topic. Video can enhance the textbooks by showing processes, relationships, and techniques. Students often get bored when they have to read some texts because they can only read the text in the book. They cannot see and observe processes or techniques of how to make something. Teachers can use the video to interest students in reading about the topic. Video is a great example for showing how things work.

Through video, students can also see the culture in the native speakers' country. Smaldino, Lowther, & Russell (2008:134) define that video is cultural understanding. We can develop a deep appreciation for other cultures by seeing depictions of everyday life in other societies. Students can see what people wear in British, what people eat in America and also see the city or town in America.

## **2. Video as a Language Learning Tool**

Television and video are so closely associated with leisure and entertainment that many, if not most, students watch video in the classroom except only to be entertained. Teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skill, which they can apply to their video for entertainment.

Videotaped material in a non-ELT environment presents real language. The language is real in the sense that native speakers use it in real daily life interaction. Therefore, the EFL learner is exposed to language use in a communicative setting from which s/he can learn the real spoken discourse including sounds, and utterances, and their underlying messages, which are, in most cases, hinted at through the non-verbal explanatory body language.

Arthur (1999) claims that: "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest

technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

A recent large-scale survey by Canning-Wilson (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

Heron, Hanley and Cole also hypothesize that the more meaningful an advanced organizer is the more impact it can have on comprehension and retention. Their results of using twelve different videos with foreign language learners indicates that scores improved when advanced organizers, such as a pictures and/or visual stimuli, are used with the video. Perhaps the findings from these studies can be attributed to the fact that video offers contextual support and/or helps learners to visualize words as well as meanings.

Omaggio (1979) suggests that "the profession has virtually no empirical basis for promoting the use of visuals as aids to comprehension in the second language; we know practically nothing about how students benefit from visuals" (1979, p.107). Recently, in a lecture on the use of visuals in research, Canning-Wilson (2000) claims

that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point. She reports that images contextualized in video or on its own can help to reinforce the language, provided the learner can see immediate meaning in terms of vocabulary recognition in the first language.

Furthermore, her research suggests that visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues.

Additional factors must be considered when looking at video as an instructional medium to teach a foreign or second language. In 1999, Coombe and Kinney stated that "Learners learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experiences, background knowledge, interests and creative skills" (1999,p.21).

Furthermore, experts suggest that instructional design and cognitive processing considerations are more salient than media used to deliver the instruction (Clark, 1983). Hannafin (1986) suggests that the incorporation of criterion-based questions in video instruction is likely to improve intended learning, but scant empirical data has unequivocally proven this hypothesis. It is important to note that in the late 1980s, Hannafin admitted, "there was no research to support one side over the

other, so we are left with logic and common sense to form an initial hypothesis" (Hannafin 1986). In 1994, Balatova's studies indicated that visual cues found in videos were informative and enhanced comprehension in general, but did not necessarily stimulate the understanding of a text. It was also found that teaching with video had some affective advantages. If the results of their findings are true and the same results can be replicated, perhaps practitioners will no longer have to rely solely on anecdotal evidence.

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgment and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner (Canning, 1998).



Video allows us to introduce any aspect of real life into the language-learning environment, contextualizing the learning process (Sherman, 2003:1). Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

### **3. Using Video in the F/SL Classroom**

What are the practical implications of using video in the classroom? At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns.

Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to

predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction.

In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgment and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner (Canning, 1998).

Using video material in a non-English Language Teaching (ELT) environment can motivate students. They will undergo a special experience of real feelings of accomplishment when they understand what is going on in a situation where native speakers use English. Thus, an EFL learner will realize that “with a bit of extra effort and practice, along with some help from the teacher, ‘real English’ is not beyond their comprehension” (Stempleski, 1987).

Stempleski (1987) states that, “a rich and exciting source of video software for EFL/ESL classes is authentic material.” Authentic video material, especially that which represents what goes on in a non-ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video software for instruction in English as a second language (ESL) classroom.

## **6. Teaching English for Junior High School Students**

### **The Characteristics’ of Junior High School Students**

Piaget in Marsh (1996:18) proposed a theory about stages of intellectual development. Based on the age, human intellectual generally develop through the following stages:

- i. Sensory-motor Stage; in range 0-2 years old
- ii. Preoperational stage; in range 2- 7 years old
- iii. Concrete Operational stage; in range 7-11 years old
- iv. Formal Operational Stage; in 11 years old

According to the taxonomy above, junior high school or secondary students are in the formal operational stage. He also states that the formal operational stage is the period during which, a child can deal with abstract formal relationship and entertain hypothesis. He is already able to receive ideas during this stage, as he can give attention to ideas, feelings, and proposal.

They are popularly called teenagers or teens. As Brown (2001: 92) states “terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds”. He also states that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them.

Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistics Meta language can now theoretically, have some impact. But the success of any intellectual endeavor will be a factor of the attention of learner places on the task, therefore, if the learner is attending to self, to appearance, to being accepted, to sexual thoughts, to weekend party, or whatever the intellectual task at hand may suffer.

## **7. The Teaching of English in Indonesian Junior High School Students According to the Curriculum 2006**

There are some essential elements in determining whether one teaching program is successful or not. They are curriculum, teachers, learners, materials and resources (classroom management, time, and classroom aids) definition of teaching

has developed from time to time, so that there has not been a precise definition of teaching which covers all sides. However, there are numerous definitions of the term which has been generated from the way people actually teach (Dubin and Olsthain, 1986: 27-32).

One point that will be discussed mostly in the following is curriculum. A curriculum is a general statement of goals and outcomes, learning arrangements, evaluation and documentation relating to the management of programs within an educational institution (Feez&Joyze, 1998:9). Supporting this statement, the handbook of school-based curriculum also mentions that a curriculum is a set of plans and arrangements which aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BSNP, 2006:4).

In Standard of Competency and Basic Competency of curriculum 2006 it is stated that the learning of English should be developed equally both oral and written communication. In that curriculum it is also stated that the major aim of English lesson at junior high school students is to make the students have certain abilities:

1. Developing the communicative competence both written and oral to achieve the functional literacy degree.
2. Having senses about the importance of English to increase the competitive nation in global society.
3. Developing the students understanding about the relationships between language and culture.

## **8. School-Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP)**

Curriculum is a set of plan and arrangement concerning the objective, content and substance of the lesson, and the way of which is used as guidance of management of study activity to reach the educational objectives (National Education Department, 2007).

KTSP is a curriculum which can be developed according to the uniqueness and specification of each school condition. It means that there is no uniformity of the curriculum nationally. The development of this curriculum is based on the standard of national education. The standard consists of the standard content, process, graduate competency educational staff, instrument and infrastructure, management, payment and educational assessment. The standard content and the standard of graduate competency are the major basic reference for educational institution in developing the curriculum. Besides, the development of the curriculum in elementary and high schools is also derived from the guidance of Badan Standar Nasional Pendidikan (BSNP).

The principles of curriculum development are

1. centered on the potential, growth, requirement and significance of the students  
its environment,
2. varied and integrated,
3. perceptive to the growth of science, technology, and art,
4. relevant to the life requirement,

5. total and continuous,
6. learnt along the life, and
7. equaled between the importance of national and regional.

The process of teaching and learning English in Indonesia is based on Curriculum 2006 developed by the government. Curriculum 2006 is implemented in every education level that is in elementary school, junior high school, senior high school and also vocational school. Curriculum 2006 is known as KTSP or School-Based Curriculum.

The school- based curriculum is defined as an operational curriculum which is developed and implemented in each school (Depdiknas, BalitbangKurikulum: 2006). It includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes. It is developed by the school, relied on schools potentials and characteristics, social, culture of the community and students characteristics.

Mulyasa (2008:12) also states that school based curriculum is an operational curriculum which is arranged, developed, and implemented by each school that is already and can develop the school based curriculum which is based to the government regulation No.20 / 2003.

Furthermore, according to (BSNP: 2006) the school based curriculum is developed based on some principles:

- a) The curriculum focuses on the potential, development, needs, and interest of students, and their environment.

- b) The curriculum has to be varied but integrated.
- c) The curriculum has to follow the development of knowledge, technology and arts.
- d) The curriculum should be in relevance with life needs.
- e) The curriculum should be implemented wholly and continuously.
- f) The curriculum should reflect learning as a never ending process in life or long life education.
- g) The curriculum should be in balance between the national and local needs.

The school-based curriculum is developed by schools to suit the adjustments of the education program with the needs and potentials in their region. The development itself also has to follow the board of National Education Standard, which contains eight national education standards. Two of them are the standard of content and the standard of graduate competency that are the main reference for each school in developing the school-based curriculum.

## **9. Standard of Content**

The government regulation No.19/ 2005, about National Education Standard, Article 5 states that the standard of content includes the material and the competency level to teach the graduate competency in a certain type and level of education. Furthermore, it contains the basic principles and the structures of the curriculum, the standard of competency and the basic competency of every subject in each semester in every type and level of basic and secondary education.



## **10. Standard of Graduate Competence**

Standard of graduate competency is a qualification of ability of graduates including, knowledge, skills, and attitude. The standard of graduates' competency is declared by Kepmendiknas No.23 / 2006 and instructed by the government regulation of standard of graduate competency in every level of education, i.e., basic education that is including elementary school and junior high school, secondary education that is including senior high school and vocational education that is including vocational school. Furthermore, junior high school is on the level of basic education that according to the standard of graduate competency is aimed at developing intelligence, knowledge, personality, morality, the skills to be autonomous, and to join the advance education.

## **11. The Syllabus of Junior High School**

Brewster and Ellis (2003:233) say that a syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, and how long it should take to teach them. Therefore, Mulyasa (2008:190) define school based curriculum syllabus as a lesson plan in every subjects with certain theme, include standard of competency, basic of competency, materials, indicators, assessment, time allocation, and learning source should be developed in every school . The teacher in junior high school can decide the best course for their students and how to implement the course which suitable with the students needs. The syllabus

also can help the teacher to create and arrange well-planned lessons which can make them more professional and confidence.

## **12. Needs Analysis**

Nunan (1989) says that needs analysis is a set of procedures for specifying the parameter of a course study. The further definition of needs analysis is given by Burden and Byrd (1990). They explain that needs analysis try to identify the students' aptitude, aspiration, backgrounds, problems, and the levels of learning the students have reached. Furthermore, they say that need analysis will help the teachers to make a number of planning decision, to group the students, to decide the strategies and the learning activities, and to capitalize on students' strength and motivation.

## **13. Task**

The idea of 'task' is not simple as it might be. Many definitions and perspectives exist. Tasks have been defined in a number of ways. In general education and in other fields, there are many different definitions of tasks. Long in Nunan (1989) states that a task as an everyday piece of work is defined below:

"A task is a piece of work undertaken for oneself or for others, freely or some reward. Thus, example of tasks includes painting a fence, dressing a child, filling out the form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letter,, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between."  
(Long in Nunan, 1985: 89).

A language learning or language using the task is an activity which, according to Skehan (1998), satisfies the following criteria: it is primarily meaningful but may also be intended to elicit certain grammatical forms, it has a goal which needs to be worked towards, it is evaluated by means of the outcome, and it has a link to the real world. In addition, tasks will vary depending on:

1. the complexity of the task content,
2. the stressfulness of the communication,
3. the ease of interpreting the task goal,
4. the difficulty of the linguistic code itself, and
5. the familiarity of the task type and the ease of performing.

#### **14. Task Components**

According to Nunan (2004), task is a piece of meaning focused on work involving learners in comprehending, producing and/ or interacting in the target language and that a task is analyzed or categorized according to the goals, input data, activities, settings, and the roles.

1. Goals

Nunan (2004: 41) states that goals are vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learners behaviors.

Richards in Nunan (2004: 42) notes, the choices we make will reflect our ideologies and beliefs about the nature of language and learning, and the purposes and functions of education.

“In developing goals for educational programs, curriculum planners draw on their understanding both the present and long term needs of learners and of society as well as the planners’ belief and ideologies about school, learners, and teachers. These beliefs and values provide the philosophical underpinnings for educational programs and the justification for the kinds of aims they contain. At any given time, however, a number of competing or complementary perspectives are available concerning the focus of the curriculum.”  
(Richards, 2001: 13)

## 2. Input

According to Nunan (2004: 47), input refers to the spoken, written, and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook, or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, as the following inventory from Hower (1986) shows: letters (formal and informal), newspaper extracts, picture stories, Telecom account, driver’s license, missing person’s declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swap shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, diary, bus timetable, notice board items, housing request form, star signs, hotel entertainment, programme, tennis court booking sheet, extracts from film script, high school year book, note to

friend, seminar programme, newspaper reporter's notes, UK travel regulations, curriculum vitae, economic graphs. (Nunan, 2004: 48)

### 3. Procedure

Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52). In considering criteria for task selection (and, in the next section, we will look at what research has to say on this matter), some issues arise similar to those as we encountered when considering input.

### 4. Teacher roles

Teacher can take many different roles regarding to the language tasks. Richards and Rodgers (in Nunan, 1989) point out that teacher roles are related to the following issues.

- a. the types of function teachers are expected to fulfill, e.g. whatever that of practice director, counselor, or model;
- b. the degree of control the teacher has over how learning takes place;
- c. the degree to which the teacher is responsible for content; and
- d. the interactional patterns that develop between teacher and learner. (Richards and Rodgers in Nunan, 1989: 84)

### 5. Learners roles

Learners may also take various roles. In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers (in Nunan,

1989) point out that a method (in this case, a task) reflects assumptions about the contributions that learner can make to the learning process.

This analysis demonstrates the wide variety of learner roles in the language classroom. The learner roles include the following points.

- a. The learner is the passive recipient of outside stimulus.
  - b. The learner is an interactor who is capable of giving as well as taking.
  - c. The learner is a listener in a process who has little control over the content of learning.
  - d. The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process.
  - e. Learner must take responsibility for their own learning, developing autonomy, and skills in learning how-to-learn.
6. Settings

Nunan (1989: 91) mentions that setting refers to the classroom arrangements specified / implied in the task and it requires consideration of whether the task is to be carried out wholly or partly outside the classroom. A wide range of configuration is possible in the communicative classroom, although practical considerations same as class size can contain what is possible in practice.

This simple model is represented diagrammatically seen in Figure 3.

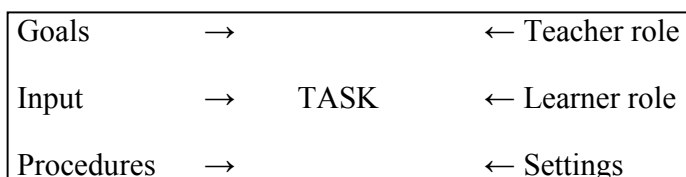


Figure 2: Task components (Nunan, 2004)

## B. Conceptual Framework

In designing an effective unit design of authentic video-based tasks in teaching descriptive texts for the grade VII students, a number of factors are worth considering. Video-based tasks designed in this study are for the grade VII students to equip and enable them to be able to follow the teaching and learning through video-based tasks. Therefore, authentic video-based suits this attempt.

Video studies deal with the long-term effects of using video in the classroom. It can be argued that video instruction should be discouraged because there is scant empirical proof to verify comprehension, for example how long-run effects of video can be measured and how much exposure to video would make a significant difference in the language learning process. In addition to these queries, researchers would need to ask if the visual significantly affects listening comprehension (Mueller, 1980). Research would also need to address how video manifests itself differently than prolonged exposure to a visual aid that does not have an audio component? With such unanswered questions yet to be proven with quantitative measures practitioners must ask themselves if there is sufficient evidence to support continued use of audio-

visual aids in the learning of foreign languages to justify the allocation of resources for them in the foreign or second language classroom.

A needs analysis will be conducted prior this research to analyse the target needs in terms of necessities, lacks and wants as well as the learning needs. The result of the needs analysis could be used to determine resources of the authentic video material that will be used, kinds of tasks and activities that will be designed, the language functions that are involved, and which of the four skills that will be needed. This information, taken together, can be used to design an effective tasks unit design as the base of developing effective tasks.

Tasks normally consist of a number of units. One unit consists of a group of lessons planned around a single instructional focus and provides a structured sequence of tasks and/or activities that lead towards a learning outcome. Before writing the unit, however, a sound and effective unit design has to be developed to ensure the effectiveness of authentic video-based task. One unit normally has a number of tasks and activities. These are the core components in a unit and are determined by learners' specific needs. Strevens (1977 in Richards, 2001) points out that the content of courses are determined by the restriction of 'basic skills' which are required by the learner's purposes; the selection of vocabulary, patterns of grammar, functions of language which are required by the learner's purposes; the inclusion of themes and topics which are required by the learner's purposes; and communicative needs which are required by the learner's purposes.



These contents should be arranged (graded and sequenced) in such a way that it can help easy and effective learning occur. This study takes on Nunan's (2004) pedagogical sequence for introducing tasks, 'psycholinguistic processing' approach that sequences tasks according to the cognitive and performance demands made upon the learner (Nunan, 2004), and Richards's (2001) criteria for sequencing content in a language course. Besides sequencing tasks in a larger scope within the instructional sequences, a mini-sequence of within-task sequence dealing with three phase's namely pre-task phase, a task-proper phase, and a follow-up phase also needs to be considered.

This study is conducted to investigate: 1) the effective tasks design in teaching descriptive text by using an authentic video for the grade VII students. 2) to find out the learners needs in designing video-based tasks in teaching descriptive texts for the grade VII students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Chapter II has reviewed the theories related to this study, which mainly was aimed at developing effective video-based tasks in teaching descriptive texts for grade VII students. This chapter subsequently puts an emphasis on the research methodology comprising the type of the study, the setting, the population and sample, the research procedure, the data collection technique, the research instrument, and the data analysis technique.

#### **A. Type of the study**

As the goal of this study is to develop an educational product of proven effectiveness, this research study is classified into educational Research and Development (R&D). Borg and Gall (1983: 772) define the term R & D as a process used to develop and validate an educational product. Not only does the term “product” refer to material object, such as textbooks, instructional films, and so forth, but it also refers to established procedures and processes, such as a method of teaching or a method for organizing instruction.

R & D consists of a cycle in which a version of the product is developed, field-tested, and revised based on field-test data (Borg and Gall, 1983: 771). The object of R & D is a finished product that can be used effectively in educational programmes (Borg, 1981: 221).

Gay (1987: 10) also gives a similar definition of the term of R & D. He defines R & D as an effort to develop effective products for use in educational programs including objectives, teaching material, and so on. The products that are developed are directed to meet specific needs and to meet certain detailed specification. Once the products are completely designed, they are field-tested, and are continuously evaluated and revised until a certain level of effectiveness is achieved.

## **B. Setting**

This research was conducted in SMPN 05 Depok Sleman Yogyakarta. This school is located in the Jalan Weling CT VII/108A Karanggayam Depok Sleman Yogyakarta.

They were needed to obtain the data that were used for analyzing the students' needs. The second one is the English teachers of the grade VII students of SMPN 05 Depok. They were needed to obtain the data for evaluating the designated tasks unit design.

A needs analysis was conducted to identify the learners' needs and learning needs as well as the components to be included in video-based tasks in teaching descriptive for the grade VII students. It is aimed at knowing and analyzing the students' needs in terms of the target needs, the learners' needs, and the learning needs (Hutchinson and Waters, 1987). The result of analysis was used to design the video-based tasks units based on the components, goal, input, setting, activity, teacher

role, learner role. To find the data of need analysis, the researcher used some questionnaires. The questionnaires as the instrument in this early research were in the form of multiple choices (closed questionnaires). There were 25 questions in the questionnaire that covered the components to design video-based tasks unit. The components consist of goal, input, activities, teacher's role, learners' role, and setting. However, there were also some general questions to know the students' interest in the video-based tasks.

The questionnaire of need analysis was given to the students on December 14, 2009. There were 25 students as the respondents in this research. All of them are the VII grade students of SMP N 05 Depok Sleman. The respondents did not learn in the same class. Half of them belonged to class 7A and others belonged to class 7C. Both of the classes were equivalent in terms of their English ability.

### **C. Data collection Techniques**

The data of this research were collected at different times. Firstly, the researcher distributed the first questionnaire to gain the data about students' needs in learning descriptive texts by using videos. The type of the first questionnaire is multiple choices and the students were asked to choose one or more options from several provided. However, they were also allowed to give other answer related to the question.

Secondly, the data were gained through the second questionnaire and interview. The interview was conducted to obtain the data about the students', the teachers' opinion, suggestion. The interview with the students was done after the tryout of the units. The interview was done to one or more students given some questions relate to their opinions about the tasks. Besides, the teacher was interviewed during the implementation of the materials.

#### **D. Research Instruments**

To develop the suitable video-based tasks the researcher needed some data of the students' need. The research instrument that was used was questionnaires. There are two kinds of questionnaire, needs analysis questionnaire and evaluation questionnaire. Besides, the researcher also did interviews with some respondents and observation to gain comments, opinions, and suggestions. The interview was used as guidelines to revise the materials.

##### **1. Needs Analysis Questionnaire**

The first questionnaire was distributed to gain some information in developing video-based tasks. It is related to the students' characteristics and need to develop the tasks.

## 2. Evaluation Questionnaire

The aim was to get the data from the English teacher of SMP N 5 Depok Sleman and English lecturer for giving revision in developing the units.

### **E. Data Analysis Techniques**

After the data collection process, the researcher analyzed the data. The research obtained two types of data. They are qualitative and quantitative. The result of the first questionnaire that is about the students' need was analyzed qualitatively. Besides, the qualitative data were gained from the interview and researcher's note.

The second type of the data was obtained from the second type questionnaire. The data are about the effectiveness of the developed materials. The questionnaires collected the information about the students' and teachers' opinion, feedback and suggestions. Then, the data were analyzed quantitatively. The assessment of each respondent's opinion in the second type of data was done by using Likert scale. According to Bell (1999, 186) Likert scale asks the respondents to indicate strength of agreement or disagreement with a given statement or series of statements on five or seven point range.

Range score	Indication
1	SD, if you strongly disagree with the statements
2	D, if you disagree with the statements
3	U, if you neither agree nor disagree or doubt with the statements.
4	A, if you agree with the statements
5	SA, if you strongly agree with the statements

Table 1. Scoring of Likert scale

#### **F. Research Procedure**

As this research study is categorized into R & D, the research procedure followed the R & D cycle proposed by Borg and Gall (1983: 775). The last step, i.e. dissemination and implementation, however, were omitted for the results of this study were not disseminated. Some of the steps were also done in simplified forms with regard to the researcher's feasibility.

The research procedures were employed by the researcher as follows:

##### **1. Conducting needs analysis**

Information needed for this study was collected through a needs analysis. It is aimed at obtaining information regarding the target needs, learner needs, and learning needs. The target needs in terms of necessities were analysed through an analysis on senior high school curriculum for the eighth grade and an analysis on the standard of process 2006. The data from the analysis on the target needs were used to determine what should be taught in teaching descriptive text in order to function effectively in

the target situation, i.e. in teaching someone appearances through English as a medium of instruction. In terms of lacks and wants (learner needs) and also the learning needs, the data were collected through a questionnaire and an interview. The data and information collected are then subsequently use as the basis for the next stage.

## 2. Writing the course grid

In the planning stage, the researcher used the results of the first stage to write the course grid. The subject matters, language functions, and language knowledge and skills that should be taught were stated in the course grid. After that, tasks unit design was made as a basis for writing the video-based tasks. It includes all the components that should be taught in teaching descriptive text for grade VII, and then the components are graded and sequenced based on the theories of tasks grading and sequencing (Nunan, 2004).

## 3. Writing the tasks unit design

To see the effectiveness of the task design, it was applied into the tasks writing. The materials were developed on the basis of the tasks unit design. It should be noted, however, that this research study was as a collaborative study, being a part of a larger study involving two other researchers (focusing on different research problems). The writing of the tasks which comprise three units will be distributed evenly.

The writing of each draft of the unit went through several stages. First, the researcher wrote tasks unit. The sources used to develop the video-based tasks are



mostly from short video published in internet or YouTube. Besides, English textbooks for the seventh grade students of Junior High School were also used as references. After writing the draft, the researchers conducted peer evaluation. Then, the drafts were consulted to the researchers' first and second supervisors. The feedback from the peers and the supervisors were then used to obtain the final drafts of the units before being implemented.

#### 4. Expert Judgement

After the video-based tasks were made, they had to be consulted to the first supervisor and second supervisor to check whether the video-based tasks were suitable to the grade VII students in teaching descriptive texts.

#### 5. Implementing the first draft

After the video-based tasks were consulted and they were revised based on the supervisor correction and suggestion. The tasks were ready, they had to be implemented to know whether the video-based tasks were suitable to the grade VII students in teaching descriptive text.

#### 6. Revising the first draft

The preliminary field-test results gained from the observation, questionnaire, and informal interviews were used to revise the unit design.

#### 7. Implementing the second draft

After revising the unit design, the second draft of the unit design was implemented again to know whether the video-based tasks were suitable to the grade VII students in teaching descriptive texts.

#### 8. Revising and writing the final draft

After implementing the second draft, tasks unit designs were revised based on the feedback, opinions, and suggestions from the second field-test results were used. The feedbacks were obtained from the distributing the second questionnaire and interview.

The first step in this research procedure is the researcher conducted needs analysis to collect the information about what students needed from the video-based tasks. The collected information was used to write a course grid. Then, the researcher wrote the units. In these steps, advices and suggestions from the experts were needed to produce good video-based tasks. After getting the suggestions and feedback, the video-based tasks were revised and then implemented in the school. In making an organized and good implementation, she had to know the tasks of the units that would be implemented. In this step, the researcher described the components of the tasks, namely goal, input, setting, activity, teacher role, and learner role. After planning the evaluation, the try out was done. The students' responses and feedback were needed to revise and write the second draft. To get all of the information, the researcher distributed a second questionnaire, interviewed the students, and observed the process of the implementation. From the data gathered, it was easy for the researcher to decide which part of the units that should be revised. After analyzing the collected data, the researcher made a conclusion and decision. It would be used to write the second draft and would be implemented in the second class. After trying out the second draft, the researcher gathered the data and analyzed them to revise the units.

After getting the conclusion and recommendation, she revised the materials and wrote the final draft.

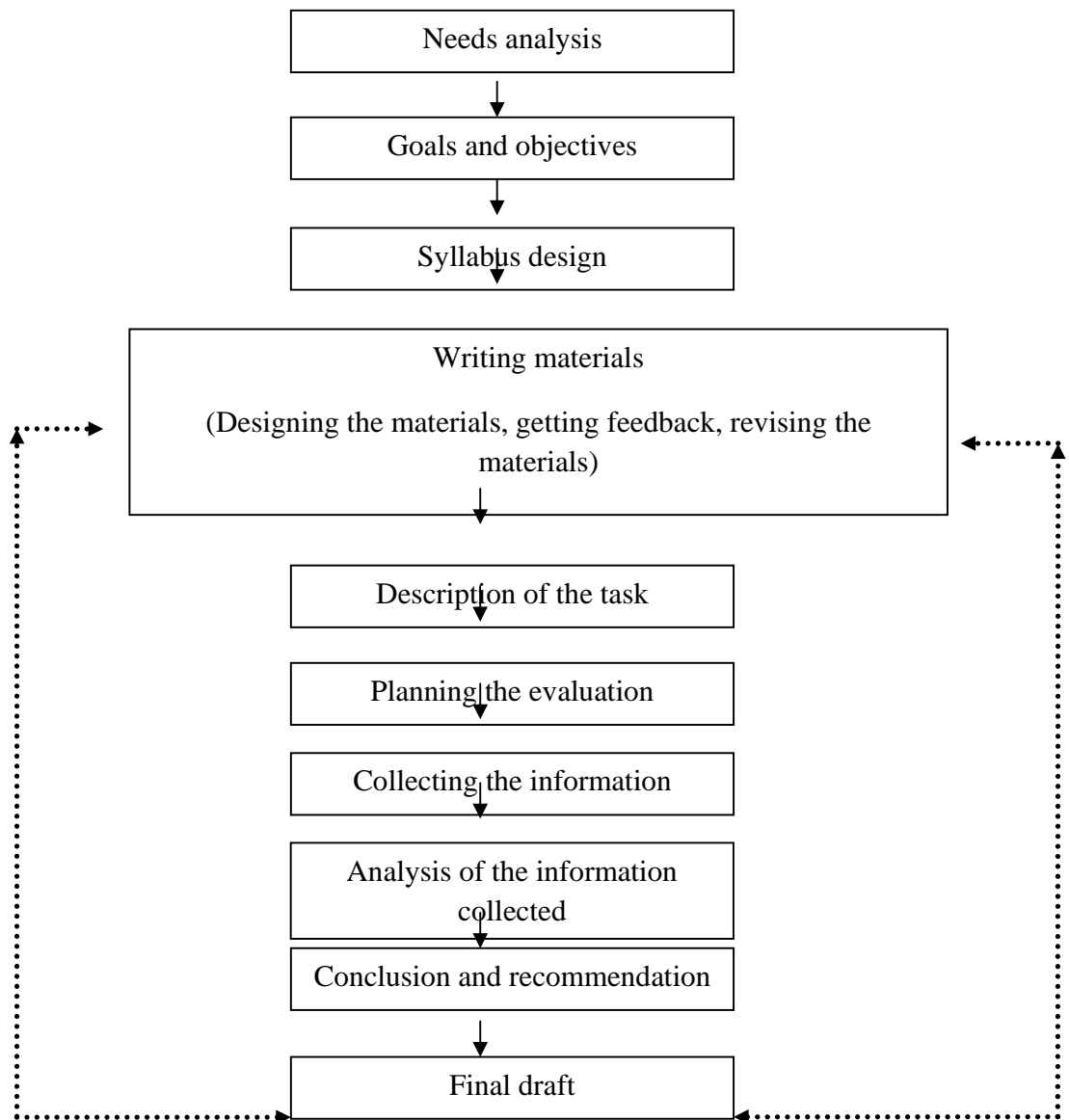


Figure 3. Steps of design procedure (Modified from Model X by Masuhara in Tomlinson (1998) and Ellis' model in Tomlinson (1998))

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research findings which was conducted starting from December 12, 2009 up to April 19, 2010. This chapter also presents the findings of the needs analysis, the writing of the course grid, the process of designing the unit, the try-outs of the video-based tasks unit designs, the evaluation of the video-based tasks unit designs, and the revision of each draft of the unit design which has been described, analysed, and discussed.

#### A. Research Findings

##### 1. Needs Analysis

###### a. The results of the Needs Analysis

The result of the needs analysis was used to design the video-based tasks. Here, the needs analysis was used to find out the students' needs and learning needs based on the task components. The table that shows the result could be seen in Appendix 1.

**Table 2. Description the result of needs analysis**

	Components	Results	Percent -age
1.	Goal	a). The students wanted to have tasks of describing a certain object, for example: describing animals, describing people, etc.	40%
		b). The students wanted to get the tasks related to matching pictures based on the video.	36%
2.	Input	a). The students were very interested in learning descriptive texts by using the video.	56%

(Continued)

(Continued)

Component		Result	Percentage
		b). The students wanted to watch a short video of three to five minutes.	52%
		c). The students needed to know what the video was about, before they were going to do the tasks.	40%
		d). The students wanted to watch the video three times in each task.	28%
		e). The students wanted to learn how to describe animals and people.	68%
		f). The students needed to increase their vocabulary mastery.	52%
		g). The students wanted to know what the video was about before they started to watch the video.	32%
3	Activity	a). The students wanted to answer the tasks based on the video.	44%
		b). The students wanted to discuss with their friends while they were watching the video related to listening Tasks.	44%
		c). The students wanted to get listening tasks related to answer the questions based on the video.	60%
		d). The students wanted to have the exercises related to completing monologues.	56%
		e). The students wanted to have activities related to watching the video and answering the questions.	40%
		f). The students wanted to have discussions and presentations related to speaking tasks.	60%
		g). The students wanted to have tasks in the form of games.	72%
4.	Setting	a). The students wanted to do the Task in pairs.	48%
		b). The students wanted to do the speaking tasks in a group.	48%
5.	Teacher role	a). The students wanted to get explanation and feedback from the teacher related to descriptive texts, while they were doing the tasks.	32%
6.	Learners role	a). The students wanted to give more attention to the teacher's explanation and comment than doing the tasks actively.	44%

According to the result, the kinds of goal, input, activities, and setting that the students wanted were identified. The result, also found out

intention of their role and their teacher role in the teaching and learning process. The following is the description of the result of needs analysis in details.

### **1) Goal**

In the terms of the goal, there were 40% students really interested in the use of video in the English teaching and learning process. The students needed good facilities that could support them to improve their listening skill (28%). There were 12% of the students who wanted to be able to practice their speaking ability by using the video related to speaking skill. Besides, there were 8% students who wanted to learn vocabulary and grammar. The students also wanted to study pronunciation (12% students).

### **2) Input**

There were some inputs chosen by the students. The inputs were short video, vocabulary, pictures, models of grammar, and instructions. Based on the result, there were 56% students choosing short videos related to describing people, animals, and things. About 16% students wanted to learn vocabulary with its pronunciation, 28% students liked to have pictures as the input. The instruction, models of language function, and models of grammar were also their choices.

### 3) **Activity**

Based on the result of the need analysis, there were some activities that needed to be designed for the video-based tasks. They were answering questions based on the video (44%), matching figures and its meaning (28%) and pronouncing vocabulary (28%).

### 4) **Setting**

In relation to the setting, most of the students wanted to finish the task in pairs. There were 48% students who liked to finish it in pairs. Besides, there were 36% students who liked to finish the task in groups and 8% students chose to finish the task individually. The last setting was whole class. There were 8% students who did not choose the setting. In doing the task and activity, they liked to practice in front of the class and in groups. The students also liked having group discussions.

### 5) **TeacherRole**

In relation to the teacher role, based on the need analysis the teacher needed to interact with the students (explain briefly). There were about 32% of the students who chose it. The others, 68% of the students admitted that the teacher needed to give feedback and comment. In the teaching and learning process the teacher also needed to give explanation and correction to the students.

## 6) Learner Role

According to the needs analysis, some roles were chosen by the students of grade VII. 44% of the students wanted to have many interactions in the class with their friends. It means that they wanted to communicate actively with their classmates. Besides, 56% of the students wanted to get explanations from the teacher directly.

## 2. Expert Judgment

### Review on the First Draft of the Developed Video-Based Tasks

Table 3. Expert Judgment

Aspects	Review
Format	<ul style="list-style-type: none"> <li>Some of the videos do not represent videos for listening skill. Almost the videos represent models related to descriptive text or how to describe something. Moreover, there are many video that completed with subtitles.</li> <li>Almost the pictures do not have source address. Especially in the beginning of all the Units. Almost all the pictures in the tasks do not have resource at all.</li> <li>Related to the use of letters and their font, it is suggested to use interesting font since they can increase students' motivation.</li> </ul>
Vocabulary	Related to the vocabulary are given, there were some suggestions given by the expert. First, the vocabulary do not only give in form of noun but also in form of adjective for example for describing animals, the vocabulary do not only need kinds of animals or the color but also the animals characteristics. Second, the vocabulary do not only give in general terms but also details and specific such as in describing elephant, the students do not only give the clue like has a trunk, has long nose but also in detail characteristics like the elephant has a white trunk, it has grey and long nose.
Instruction	<ul style="list-style-type: none"> <li>There are some grammar mistakes and unclear expressions in the instructions.</li> <li>Unclear instruction will make the students confused.</li> <li>Less of detail instruction will make the students</li> </ul>

(Continued)



(Continued)

Aspect	Review
	<p>misunderstanding in doing the task.</p> <ul style="list-style-type: none"> <li>• Related to the setting of the instruction, every task has to give clear setting such as the whole class, in pairs, individually, or in group.</li> </ul>
Grammar	<p>There are minimum requirement mistakes found in some sentences in the tasks, such as the use of article, punctuation, and to be.</p> <ul style="list-style-type: none"> <li>• There are mistakes in the capitalizations of vocabulary provided for every input text.</li> <li>• There are mistakes in the use of article and to be.</li> <li>• There are many mistakes in the use of countable and uncountable.</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• The activities in the developed materials have covered integrated skills, listening and speaking skills. Here, every unit involves let's begin, let's practice and evaluation. Here, the experts suggested whether every unit should have game in order to increase the students' motivation in doing the Tasks since they still seven grade students who really like playing games. The activities for listening and speaking are in 'Focus on Listening and Focus on Speaking'.</li> <li>• There are many kinds of activities involved in the developed materials (answering questions, answering T/F questions, making monologue, playing game, etc).</li> <li>• According to the level of the students, the seventh grade students, the activities have to do cooperatively in order to make the task easier to be understood by the students and they also do the activities happily.</li> </ul>

### 3. The Course Grid

After all the components that should be taught and included in video-based tasks unit were analysed, the next step was writing the course grid. Constructing the course grid was needed to serve a guideline in designing the English video-based tasks. In constructing the course grid, there are some components included such as the needs analysis related to task components,

learning need and learners' need curriculum for the grade VII students of SMPN 5 Depok Sleman Yogyakarta.

After constructing the course grid, the video based tasks were produced (made). The video-based tasks were divided into 3 unit tasks. Each unit has different topics with similar learning objectives, and grammar related to descriptive texts. There are input and vocabularies that help the students to do the tasks and activities. The students should achieve the learning objectives. In general, the materials in each unit were designed to improve the students' listening and speaking skills. It is because the materials focus on the listening and speaking.

The units in the materials were divided into three parts. It is based on the learning stage of the teaching learning process. They are Let's begin, Let's practice, and Evaluation. The objective of "Let's begin" is getting the students' attention in studying the units. Besides, it is also used to build the students' interest in joining the higher stage of learning. In this part the students are given some vocabularies and how certain word is pronounced related to the content of the materials in the unit. The vocabularies also help the students to do the next task in the unit. Besides, the students get some simple questions to recall their knowledge and experience. The questions are designed to increase students' interest and attention. It can also build the students' understanding about the materials taught in certain units.

The next stage that will be presented is called Let's practice. In the teaching stage, this part focuses on presentation and practice. There is one kind of

grammar in each unit. As the presentation stage, there are videos used as the models of how to build vocabulary and pronounce each word correctly. The tasks are designed as the early input in the tasksgiven in each unit. Then, there are some tasks designed as the practice stage. The tasks used to improve the students understanding about descriptive texts, grammar or language function related to descriptive texts. The tasks are designed from the easy ones up to the difficult ones. The early tasks in the practice stage are used to improve the students' comprehension of certain video and grammar. Then, they are followedby some tasks used to more improve the students' listening and speaking skills. In this stage, the task is arranged in the form of guided and semi guided tasks.

The next part of the unit is called evaluation. The tasks in this part are based on the production stage. In this part the tasks are designed as the free tasks. There is little bit guidance in doing the task. Moreover, thereis no guiding and the inputsare only in the form of instructions. These tasks are used to help students practice their speaking skill.

In this course grid, there are three unit lessons. As what has been explained before, every unit is based on three learning stages. They are Presentation Practice Production. The title of each unit is the topic that had been chosen by the students related to standard of competency and basic competency of the curriculum. The unit is '*Describing animals*'.The tasks presented are identifying how to ask for and give opinions, identifying how to describe things, identifying notices and expressing meanings in transactional (to get things done) and interpersonal conversations (socialization) to give opinions, describing things

in a monologue. The content of Unit 1 is developed based on the standard competency and basic competency of the curriculum of the grade VII students. The standard of competency is understanding short functional texts and monologues in the form of descriptive texts to interact with the environment and expressing the meaning in a simple and short monologue by using many kind of language functions accurately, fluently and appropriately to interact with the environment in the form of descriptive and procedure texts. The basic competency is responding to meanings in a simple monolog accurately, fluently and appropriately to interact with the environment in the form of descriptive and procedure texts. The inputs of these units are videos related to describing animals, grammar, simple questions, and instructions. In this unit, there is an adjective and the use of has/have. The setting this task is also designed variously, in pairs, in groups, individually and whole class. In relation to the activity, there are many kinds of activity that are divided into three stages. Then, Unit 2 is '*Describing people*'. Unit 2 also uses the same standard competency and basic competency as those in Unit 1. The Unit presents identifying how to describe someone, identifying how to talk about physical appearances, identifying how to talk about personalities, and expressing meanings in transactional (to get things done) and interpersonal (socialization) to conversation talk about someone's physical appearances and personalities, describing someone in a monologue. The language functions learned in this unit are asking for opinions and giving opinions to someone else. Similar to the previous unit, there are many kinds of input in this unit and type of setting. There are many kinds of activity in this unit, for example

watching video, playing game, and pronouncing certain vocabulary and also making monologue. The last unit is Unit 3 entitled '*Describing school objects*'. The content of Unit 3 is developed based on the standard of competency and basic competency of the curriculum. Unit 3 also uses the same standard competency and basic competency as those in Unit 1 and Unit 2. The same as the other units, there is a grammar focus. The grammars presented to the students in this unit are Present Tense, and the generic structure of descriptive text. The detail of the course grid could be seen in Appendix B.

#### **4. The Implementation**

##### **a. General Description**

The materials that were designed based on the need analysis standard of content and also standard competency should be implemented. The implementation was used to know whether the materials were effective or not. There are 3 units that were developed. However, because of the limitation of the time, only 2 units were implemented. The data that were got from the implementation of units 1 and 2 could be used to evaluate Unit 3. Each unit was tried out twice. The researcher needed three to four meetings for every unit.

## **b. Implementation**

### **1) Try out 1 of Unit 1**

#### **a) The description of the try out**

The materials that were implemented in this try out could be seen in Appendix C/unit tasks of 1<sup>st</sup> try out/Unit 1. The tryout of unit 1 was held in February. There were four meetings for this unit. The first meeting was on February 13<sup>th</sup>, 2010 at 09.15-10.35. In the first meeting there were 7 tasks that were implemented. The second meeting was on February 15<sup>th</sup>, 2010 at 7.40-9.00 and there were 6 tasks tried out in that meeting. The third meeting was on February 17<sup>th</sup>, 2010 at 8.20-9.00 and there were 2 tasks tried out in that meeting. The last meeting was on February 20<sup>th</sup>, 2010 at 9.15-10.35, there were continuances of the previous task. For the last meeting the teacher also discussed the homework task. Each meeting took forty to eighty minutes.

#### **b) The evaluation**

##### **i. Task 1**

The evaluation of the task is based on three sources. They are questionnaire, interview and field notes. Below is the result of the questionnaire.

**Table 4. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 1 could help students recall the vocabulary they have learnt.	21	13	1	1	0	4.52
2.	Task 1 could add new vocabulary.	22	11	2	1	0	4.5
3.	The words as the input are clear.	18	14	3	1	0	4.36
4.	The words as the input are easy to be memorized.	15	16	3	2	0	4.22
5.	The activity is interesting.	19	14	2	1	0	4.42
6.	Doing the activity in a whole class is effective.	15	17	1	3	0	4.22
7.	The teacher gives a good example how to mention colors, they like and dislike.	20	14	1	1	0	4.47
8.	The teacher gives feedback and comment	18	10	7	1	0	4.25
9.	Task 1 helps students to be active in the teaching and learning process.	20	10	5	1	0	4.36

The table shows that the mean on the average score of the respondents' agreement towards the questions ranges from 4.22 to 4.52. The minimum acceptance of the average score or mean is 3.00 and the maximum is 5.00. It can be concluded that the students agree to the tasks and the task were effective. This is supported by the data of the interview and the observation taking on each task.

### **Goal**

Task one is to recall vocabulary knowledge. The task is aimed at recalling the students' vocabulary knowledge while watching the video. Besides, it is to recall the students' memory to the vocabulary that they have learned before, this task was also to

introduce the new vocabulary. The task is effective since the goal could be achieved. These can be seen from the following interviews with the student.

- R : “*Apakah adek menyebutkan warna-warna dengan mudah setelah nonton video yang pertama?*”  
(Could you mention the colors easily after watching the first video?)
- S : “*IyaMiss.Soalnya tadi sudah terlihat di gambar-gambar videonya.*”  
(Yes, I could. It was because the pictures had been shown in the video)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the researcher’s field notes that was written down during the observation, the achievement could also be derived. The following field notes showed that the goal was achievable.

‘The teacher explained to the students what they would do in Task 1. Then, the students began to pay attention to Task 1. The teacher then played the video and the students watched it carefully. The teacher replayed the video several times until she knew that the students had new vocabulary.’ (Appendix D / Field notess 1, February 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the video that was presented could increase the students’ vocabulary mastery. However, as the input there was a suggestion from the students. It would be better if the words were voiced with louder voice and the clear pictures in the



projector. It could help the students memorize the words easily.

The data could be seen in the following interview.

- R : *“Apakahsuara dan gambar-gambarnya jelas dan mudah dimengerti?”*  
(Were the pictures and voice clear and easy to be understood?)
- S : *“Iya miss, tapi ada beberapa kata yang tidak tahu artinya. Jadi tadi harus tanya teman dulu.”*  
(Yes, they were. However there were some words whose meaningsI didnot know so I must ask to my friends).  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The other source which wasused to analyse the input of this first task is the researcher’s field notes. The following field notes could show the situation.

‘Some students didnt know the meanings of the vocabulary that were presented. The students got difficulty in remembering some vocabularies because they did not know the meaning. They ask their friends for the meanings and some of them asked the teacher. ‘

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students were good in recalling and mentioning after the video that was played could do well. In this activity, the students also got the new vocabulary. They mentioned colors that they liked and disliked loudly and they tried to give the meaning correctly. From the researcher’s field

notes, it could be seen that they were interested and enjoyed doing it.

‘The students mentioned some words after watching the video. They were really attentive to the video. The teacher asked one of the students to mention colors they liked and did not like.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

The interview which was done also showed that the activity ran well.

R : “*Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?*”

(Could you and your friends follow the activity well?)

S : “*Iya miss.*”

(Yes, we could)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

### **Setting**

With regard to the setting, doing the task individually was effective. Based on the observation, an individual class work was suitable for introducing the vocabulary. It was also easier for the teacher to check and correct the students’ mistake.

‘An individual works well. The students recalled and mentioned the words by themselves. The teacher asked them one by one to mention colors they liked, disliked and told the meaning.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Another source that could be used as the data is interview.

The following interview shows that the setting was effective.

- R : *“Apakah ada kesulitan dalam menyebutkan warna-warna yang ada dalam video?”*  
(Did you get any difficulty in mentioning the colors shown in the video?)
- S : *“Tidak, kalau sudah tahu artinya dan suaranya jelas.”*  
(No, we didn't, if I had known the meaning and the voice was clear)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher could perform the role well. The teacher explained the lesson clearly and gave the example of doing the task well. The following interview shows that the teacher did the job well:

- R : *“Apakah pak guru memberi contoh menyebutkan warna-warna yang disukai dan tidak disukai dengan baik?”*  
(Did your teacher give the example of how to mention colors (like and dislike) well?)
- S : *“Iya miss.”*  
(Yes, she did)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, the teacher explained the materials well, and pronounced the words clearly. When there was a student who asked something related to the words, he always answered it.

### **Learner role**

In this task, related to the learner role the students could participate actively. They did not only keep silent and watch the

video. They did an activity while they were watching the video. They also asked some questions related to the video presented, for example the meaning of some colors that the students liked and disliked. It could be seen in the following interview.

- R : “*Apakah tadi adek bisa ikut aktif dalam pembelajaran?*”  
(Could you be active in the teaching and learning process?)
- S : “*Ya miss. Kita tadi bisa menyebutkan warna-warna yang kita suka dan tidak kita suka.*”  
(Yes, we could. We could mention colors we liked and disliked that the video had delivered)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Besides, based on the observation the students looked active during the lesson. The students could practice their pronunciation. It could be seen in the field notes.

‘All the students pronounced the words. There were no students that kept silent. They pronounced the words by repeating after the teacher.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the analysis of every component, the goal that would be achieved through the task was reachable. Through the task the students could mention colors correctly and got some new vocabulary. However, there were some suggestions to make the video clearer, and also the voice from the students to make this task better. From the analysis above, the evaluation could be presented as follows.

**Table 5. Descriptive Statistics of the effectiveness of Task 1 (Try Out 1 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Evaluation</b>
<b>Goal</b> 1. Help the students find quick ways of recalling what they have learned 2. Recalling vocabulary knowledge 3. Getting new vocabulary	Effective	–
<b>Input</b> 1. Video 2. Instruction 3. New Vocabulary	ineffective	The video should be clear, and the voice should be louder
<b>Activity</b> 1. Watching the video 2. Mentioning colors	Effective	–
<b>Setting</b> 1. An individualwork class	Effective	-
<b>Teacher role</b> 1. Example given (as model) 2. Feedback given	Effective	-
<b>Learner role</b> 1. Mentioning their favorite colors and vice versa 2. Participating actively (asking questions)	effective	-

From the table above, we could conclude that Tasks one was effective the result of the questionnaires was more than 3.00 and there was only input for

revision. The inputs that were in forms of video, instruction and new vocabulary.

Here, the video should be clearer and louder according to the students suggestion.

## ii. Task 2

**Table 6. Descriptive Statistics of the Effectiveness of Task 2 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 2 can increase students' imaginative/understanding(using pictures)	14	10	7	5	0	3.92
2.	Task 2 can build interest	14	11	11	0	0	4.08
3.	The videomaterials as the input are clear	14	10	4	6	2	3.78
4.	The instruction as the input is easy to be understood	16	12	6	2	0	4.17
5.	The activity is interesting	14	8	11	3	0	3.92
6.	Delivering the answers individually is effective	20	7	5	2	2	4.14
7.	Discussing the question in pairs is effective	18	8	8	1	1	4.14
8.	The teacher explains the material clearly	10	12	7	4	3	3.61
9.	The teacher gives feedback to the students' answers	18	5	6	3	4	3.83
10.	Students can follow the task actively in the class	20	8	4	4	0	4.22

The result of the questionnaire is to measure the students' respons and agreements about the task. The description of the data can be seen as follows.

The table shows that the average score of the respondents' agreement toward the questioners ranges from 3.61 to 4.22. The average score or mean is higher than the minimum score; it is 3.00. It can be concluded that the students give good responses and agree

with the task. The data are also supported with the result of interview and field notes.

### **Goal**

Task 2 is placed as the warming up. The goal of the task is to increase the students' comprehension, imagination and understanding related to descriptive texts. While answering the questions, the students had to give an example in every number related to the color of a certain animal. Besides, the task is to increase the students' interest in doing the next tasks. From this task the students could express their answer based on their knowledge. In addition, they were very interested in delivering the answer. It could be seen that the task was effective because it was suitable with the goal.

- R : *“Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”*  
*(Were you interested to answer the question on task 2?)*
- S : *“Ya miss. Karena Task nya mudah dan ada gambar-gambarnya.”*  
*(Yes, I was. It was because the Task was easy to answer and there were many pictures in the task).*  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

During the try out there was field notes, the researcher wrote down the field notes. The field notes also showed that the students were interested in answering all the questions.

‘The students needed about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students

one by one to answer question no 1. All of them answered it well and give some examples in every number. They enjoyed and were interested in the task.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the vocabulary questions are the input for this task. The clear questions make the students understand them easily so they could get the answer quickly. The following interview could show that the input was effective.

- R : "*Apakah pertanyaannya jelas?*"  
(Were the questions clear?)
- S : "*Ya, pertanyaannya jelas, dan sangat menarik.*"  
(Yes, they were. The questions were clear and interesting)
- (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, all the students could understand the question well. Almost of the students could give some examples which used the words in their mind related to the color in Task 2.

'When one of the students answered the question in Task 2, she gave some examples such as cat, fish and dog.'  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

With regard to the activity, answering the questions through matching the pictures based on the video and also discussed with



friends and teacher was done effectively. By doing the activity, the students could finish all of the questions. They delivered the answers based on the video, so in this case they could practice their listening ability. It could also build their confidence. The following interview showed that the activity was effective:

- R : “*Apakah adik bisa berdiskusi dengan baik tadi?*  
(Could you join the discussion well?)  
S : “*Ya miss.*”  
(Yes, I could)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, that was got during the try out, the activity looked interesting for the students. Every student answered the questions well and sometimes the teacher asked one of them. There was no student who said that he/she could not answer or did not want to answer.

‘After all the students finished discussing the answers, the teacher asked them to give the example of the animals individually. All the students who wanted to answer could do it well.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Setting**

With regard to the setting, the student discussed the questions with their friends first. Then, the teacher began to ask the group so they could deliver the answers. Doing this task using discussion and individually was effective. The time for discussing one number of the Task was not more than 3 minutes. Based on the

observation, all the students did this activity well. It was written on the researcher's field notes.

'All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

The researcher also did the interview with the students. Based on the interview the students felt that working on this task through discussion first made them easier to find the answer.

R : *"Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan memberikan contoh secara individu?"*

(Did you get any difficulty to find the answers by discuss it with your friends and delivered the example individually?)

S : *"Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu."*

(It made us easier to find the answer although we had to deliver the example individually)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to teacher role, the teacher gave feedback to the students' answer. The teacher could explain the lesson well. Through this task, the teacher had an interaction with the students. The data is taken from the following dialogue.

R : *"Apakah tadi pak guru memberikan komentar atau saran setelah adik menyampaikan jawaban?"*

(Did the teacher give comment or suggestion after delivering your answer?)  
 S : “*Ya tentu.*”  
 (Yes, he did.)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

In this task, the teacher also did his role well. The teacher built communication and gave feedback to the students.

‘The teacher always monitored students’ works when they were working on the task. After the student answered the question, the teacher gave comment to the answer. The teacher also asked the other students for their opinions. When, the student made mistake in grammar or pronunciation he, usually corrected it.’  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, all the students could participate actively. Almost the students got their turn to deliver their answer and opinion. Based on the researcher’s field notes, the learner played their role effectively.

‘The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 3<sup>rd</sup> student was asked about her example. “What about you give your example?” asked the teacher. ‘  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the interview the students also said that they could be active in these tasks and tried to practice their listening skill and also to increase vocabulary mastery, pronounce, spell a certain word in English.

R : “*Apakah Adek bisa aktif berkomunikasi dengan guru dan teman?*”  
 (Could you communicate actively with your teacher and friends?)

S : “*Ya, saya tidak cuma mencocokkan jawaban saja, tapi juga menyampaikannya.*”  
 (Yes, I could. Because we did not only match the answers but also gave the answers)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the analysis above, task 2 was an effective task to be applied (implemented) the teaching and learning process. The table below shows the conclusion of the analysis.

**Table 7. Descriptive Statistics of the Effectiveness of Task 5 (Try Out 1 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal: 1. Increase the students' comprehension, imaginative and understanding 2. Building the students' interesting	Effective	—
Input 1. Video 2. Vocabulary on task 3. Instruction	Ineffective	Making the sound and the pictures in the video clearer.
Activity 1. Discussing questions 2. Answering questions 3. Giving an example	Effective	—
Setting 1. Discussing with friends 2. Delivering an example individually	effective	—
Teacher role 1. Playing the video	Effective	-

(Continued)

(Continued)

Components	Analysis	Evaluation
2. Feedback given 3. The tasks explanation		
Learner role 1. Participating actively 2. Watching the video actively	Effective	-

From the table above, we could conclude that Tasks one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction, pictures and new vocabulary. Here, the video should be clearer and louder according to the students suggestion.

### iii. Task 3

The result of the questionnaire could be seen in the following table. The result shows the agreement of students toward the task.

**Table 8. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task 3 could be the example of how to pronounce a certain word.	11	12	12	1	0	3.92
2.	The Task 3 could help to pronounce a word correctly based on the word in the video.	15	5	10	5	1	3.78
3.	The video as the input is clear.	12	11	10	1	2	3.92
4.	The video as the input is interesting.	18	6	6	5	1	3.97
5.	The questions as the input are easy to be understood	15	10	5	2	4	3.83
6.	The activity is interesting	10	10	8	6	2	3.56

(Continued)

(Continued)

7.	Delivering the answer individually is effective.	12	10	12	2	0	3.89
8.	Watching the video and pronounce the words. (Then spell every the word based on the video).	18	10	7	1	0	4.25
9.	The teacher gets feedback to the students' work.	14	8	12	2	0	4.00
10.	The student could communicate and doing the task actively.	14	8	10	1	0	3.86

The table shows that the average score or mean is acceptable. The average score is from 3.56 to 4.25. The minimum acceptance of the average score is 3.00 and the maximum is 5.00. It means that the task was effective. The data are also supported by the result of the interview and field notes of each component.

### **Goal**

Task 3 is as a model or as example of how to learn phonetic symbols and pronounce a certain word correctly. The form of this task was a word that completed with phonetic symbols. Through this Task, the students are expected to know the phonetic symbols and understand how to read it. Besides, the task aims at giving vocabulary to the students what they are going to learn and giving example so they could understand the material easily. The task is effective for the students because the goal is achievable. It could be seen from the following interview.

R : *“Apakah Task 3 menjadi contoh bagaimana membaca kata-kata dalam bahasa inggris dengan benar?”*

- (Could the Task 3 be the model or example of how to pronounce a certain word correctly?)
- S : “*Iya miss.*”  
(Yes, it could.)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, almost of the students could understand what the Task 3 was about.

‘Before the teacher entered the activity of Task 3, he asked to the students what the Task 3 was about. Almost of the students could answer the question although they were in the different ways and sentences. ‘  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

In accordance to the input, the input for Task 3 is in the form of video, instruction to practice of a certain word. The video practice is effective enough to help the students practicing and pronouncing a certain word in the tasks. From the following interview we could see that the input is not suitable enough.

- R : “*Apakah videonya jelas?*”  
(Was the video clear?)
- S : “*Ya miss tapi kurang jelas.*”  
(Yes it was, but it was not clear enough)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

However, the students suggested that it would be better if there was a louder voice in the video to increase the students’ interest. Meanwhile, it could help to know how a certain word pronounces. It was based on the field notes.

‘After the students practiced pronouncing all the words, the teacher asked the students opinion how to spell those

words. Almost of the students gave a good response, that the video and the task were interesting and simple. However there were some students who suggested making the voice clearer. The clearer voice could make it more understandable. The students also said that clearer voice could help them to repeat pronouncing the word correctly.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

In the relation to the activity, pronouncing a certain word based on the phonetic symbols and video was done well. The activity is effective to make the students understand the materials. And the most important thing is it could make the students practice their listening ability. It could be seen in the interview below.

R : *"Apakah kegiatan membaca (pronunciation) kata satu persatu dengan menonton video membuat dik bosan?"*  
(Did the activities of pronouncing words one by one make you bored?)

S : *"Tidak, malah bisa latihan membaca (pronunciation) dengan benar."*  
(No, they did not. I could pronounce correctly)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The activity could run well. All the students followed the tasks. Every student who asked to pronounce a certain word individually was did it.

'Before watching the video and pronounce the words based on the video. The teacher explained the instruction clearly whether the students had to spell every the word based on the video and also give an example. Then, the teacher asked some students to pronounce and spell the words correctly. The teacher said that the students, who did not get turn to pronounce and spell, got turn to give an example. '

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)



### **Setting**

In the relation to the setting, doing this task in pairs for discussing the task was run well. However, they had to pronounce and spell the words based on the video individually. Working in pairs made the students interact with their friends and tried to learn cooperatively. It could be seen from the following interview

- R : *“Apakah Adek mengalami kesulitan mengerjakan Task 3 individu?”*  
 (Did you get any difficulty to do the Task 3 individually?)
- S : *“Tidak juga, soalnya cara membacanya juga sudah dicontohkan dalam video.”*  
 (No, I did not because the video gave the example of how to pronounce every word correctly.)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Besides, the fieldnotes also showed that working on the task individually for watching the video and pronouncing the words were effective.

‘The students spent about 5 minutes to watch the video three times and discussed the task in pairs. After that the teacher asked them to pronounce the word one by one. There were some students could also spell the word correctly. Then, the teacher started discussing the example by asking the students one by one. Almost of the students gave a good example and correctly.’  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In the relation to the teacher role, the teacher gave feedback to the students’ work. The teacher also tried to help the students finish the task by moving around the class or monitoring. Before

the students started working, the teacher gave example or explanation to the students. The following interview could show that the teacher did his role well.

R : *“Apa saja yang telah Pak Guru lakukan saat kalian mengerjakan Task 3?”*

(What did the teacher do while you were finish Task 3)

S : *“Pak guru tadi keliling kelas dan membantu kalau tidak bisa menjawab atau memberitahu cara bacanya.”*

(He moved around the class and helped if we could not answer the question and checked our pronunciation)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, the teacher always helped the students and gave responses to the students' work.

‘When the students pronounced and spelt a certain word based on the video, the teacher always corrected their pronunciation. Related to the pronouncing and spelling the words based on the video, the teacher always gave responses or feedback on the students' pronunciation and spelling and also asked them to give an example.’ (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

In the relation to the learner role, the task could make the students actively join in the teaching and learning process. The students could practice their micro skill, pronunciation ability through this task. The following interview could show it.

R : *“Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”*

(Could you communicate actively with friends and teacher?)

S: *“Iya”*

(Yes, I could.)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

It could also be seen from the field notes.

‘The students built interaction with their friends by discussion the task based on the video. The teacher and the students could build communication by doing short discussion related to the task.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the components analysis the task that belongs to this group were effective. The students had positive respects and opinions about the tasks. However there was a suggestion for the input of the tasks. It could be seen in the table below.

**Table 9. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. As the example or input for the next task 2. As a practice for micro skill, the pronunciation and spelling	Effective	–
Input 1. Video 2. Instruction 3. Worksheet	Ineffective	The input should be made clearer related to the voice of the video.
Activity 1. Watch the video 2. Pronounce the words 3. Spell every the word based on the video 4. Make an example	Effective	-
Setting 1. Individually 2. In pairs	Effective	-
Teacher role 1. Give feedback 2. Give examples and explanation	Effective	–
Learner role	Effective	–

**(Continued)**

(Continued)

Component	Analysis	Evaluation
1. Practice their micro skills, pronunciation, spelling 2. Have interaction with friends and teacher		

From the table above, we could conclude that TaskThree was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction, phonetic symbols and new vocabulary. Here, the video should be clearer and louder according to the students suggestion.

#### iv. Task 4

The result of the questionnaire could be seen as follows.

**Table 10. Descriptive Statistics of the effectiveness of Task 4 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 4 could help the students to start knowing animal's description.	16	8	8	2	2	3.94
2.	The video as the input is clear	14	10	8	3	1	3.92
3.	The video as the input are easy to be understood	8	14	10	2	2	3.67
4.	The activity is interesting	6	16	10	3	0	3.61
5.	Answering the questions based on the video individually is effective	15	6	8	6	1	3.78
6.	Answering the questions in pairs is effective	18	12	3	2	1	4.28
7.	The teacher explains the material clearly.	20	8	6	2	0	4.28
8.	The teacher gives feedback to the students' work.	12	12	6	5	1	3.81
9.	The task could help to practice the students' visuality and	14	14	6	1	1	4.08

Continued

**Continued**

No	Statement	5	4	3	2	1	Mean
	listeningability.						
10.	The task could help students to participate actively in the learning process	10	12	5	8	1	3.61

Based on the table above, the average score shows that the task is effective. The respondents give good responses and it could be seen from the result. The average score of the respondents' agreement toward the questionnaire ranges from 3.61 to 4.28. It means that the respondents or the students agree to the Task. It is supported by the interview and field notess of each component

**Goal**

Tasks 4 is watching the video carefully and answering the following questions based on the video. The goal of this Task was to check the students' vocabulary related to describing animals' unit. Through this Task the students could increase their vocabulary related to descriptive text in describing certain animal that are needed. Since the goal could be achieved the Task is effective. It could be seen from the following dialogue.

- R : *"Apakah Task 4 dapat menambah kosakata adik dan pemahaman adik tentang cara mendeskripsikan binatang?"*  
(Could Task 4 increase your vocabulary and your comprehension related to descrining animals?)
- S : *"Setelah mengerjakan Tasknya, jadi menambah kosakata saya dan jadi lebih tahu cara mendeskripsikan binatang."*  
(After doing that Task, I know much vocabulary and understand how to describe a certain animal.)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Field notes were also used to get the data. From the following field notes, it could be seen that the goal was achievable.

‘Before the students started to answer the questions the teacher give the example to the students how to answer the question by watching the video. The teacher always asked them how to pronounce each word correctly and give the explanation how to do the Task. Almost all the students gave correct answers and they enjoyed the Task.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

In relations to the input, the input in this Task is a video that is showing certain animal, and the students have to mention the color and the names’ of the animals. The questions are based on the words related to describe an animal. Based on the interview the input is less effective.

R : “*Apakah video dan pertanyaan yang disediakan jelas dek?*”

(Are the video and the questions clear?)

S : “*kalau pertanyaannya jelas mbak, tapi videonya kurang jelas*”.

(Yes, the questions are clear but the video is unclear)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The other data were obtained from the field notes. The following field notes also shows that the input is less effective.

‘After all the students finished answering the questions, the teacher asked them whether the video was clear or not. Almost of the students said that it was unclear but the question very clear.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, answering the questions based on the video could be used to check the students' understanding. The students did the activity well. Through this activity they could know certain noun or adjective to describe animals. Another activity in this Task is try to spell the answers related to an adjective and a noun to describe certain animal. So, after completing and answering it, they must able to describe a certain animal. The activities in the task are suitable as the guidance Task and for doing the next Tasks. The following interview showed that the activity ran well.

R : *"Apakah kegiatan pada Task 4 menarik?"*  
(Is the activity in Task 4 interesting?)

S : *"Ya, menarik."*  
(Yes, it is)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The situation could also be seen in the field notes that the activity ran well.

'The students started to complete the task by watching the video carefully. The students started to complete the task by watching the video carefully. Then they answered all the questions individually. The students asked the teacher if there was any difficulties. Here, the teacher gave explanation clearly. They were really enjoy doing the Task.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, working individually in completing the questions was effective. They could try by themselves to answer the questions based on the video. Then, the students discussed the task together. The setting was effective for this Task.

- R : *“Apakah menjawab pertanyaan Task 4 secara individu terlalu sulit?”*  
(Is answering the questions based on the video individually difficult do?)
- S : *“Ya, lumayan kalau ngerjian sendiri tapi bisa lebih tambah banyak vocabnya”.*  
(Yes, it is. By doing individually we could increase our vocabulary more and more)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes all the students finished the task well. The field notes were written during the teaching and learning process.

‘The students started to complete the task 4 based on the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends or the teacher if they got some difficulties. ‘  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher helped them to finish Task 4. The teacher also gave explanation and example of how to do the Task 4. Besides, the



teacher also gave feedback on the students' work. The following interview could show that the teacher did the role well.

- R : *"Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 4?"*  
 (What did the teacher do when you did the Task 4)
- S : *"Melihat pekerjaan kami dan membantu sambil berkeliling."*  
 (He moved around to see our work and helped us)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, the teacher helped the students when they did not understand. The teacher moved around the class.

'The teacher moved around the class to see the students' work. He helped the students who could not do it and gave explanation.'  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, the students had a chance to do the Task 4 based on the video. By doing this Task, the students not only watch the video but could check their vocabulary mastered. The students could be active and build communication with friends and the teacher. The following dialogue could show it.

- R : *"Bisakah Adik ikut aktif berkomunikasi dengan teman dan guru tadi?"*  
 (Could you communicate actively with teacher and friends?)
- S : *"Iya Miss bisa."*  
 (Yes, I could)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

It could also be seen in the field notes. The students built interaction with the teacher and friends.

‘The teacher asked the students to give the reason of their answer. The teacher built discussion.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the analysis above, the Task is effective. The task could be done well. Therefore, there was no revision.

**Table 11. Conclusion of the Evaluation of Task 4 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Checking student's understanding about their vocabulary related to describing animals 2. Practicing their micro skill actively	effective	–
Input 1 Video 2 Instruction 3 Questions	Effective (less effective)	The instruction should be more clear
Activity 1. Watching the video carefully 2. Answering the following questions based on the video 3. Finding what the name and the color of those animals are.	effective	–
Setting 1. Individually	effective	–
Teacher Role 1. Monitoring 2. Giving feedback 3. Playing the video	effective	–
Learner role 1. Checking the understanding 2. Practicing micro skill	effective	–

From the table above, we could conclude whether Task one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and questions. Here, the video should be clearer and louder according to the students suggestion.

#### v. Task 5

The students' response about the Task could be seen from the result of the questionnaire. The questioner covers the components of the task.

**Table 12. Descriptive Statistics of the Effectiveness of Task 5 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 5 helps to practice spelling and checking students' vocabulary.	14	12	7	2	1	4.00
2.	Task 5 improves the creativity in creating the words related to animal's description.	10	10	12	2	2	3.67
3.	The video as the input is clear	10	8	10	7	1	3.53
4.	The activity is interesting	16	8	6	4	2	3.89
5.	The activity runs well	18	6	8	4	0	4.06
6.	Creating the words related to animal's description in pairs is effective	18	8	7	2	1	4.11
7.	Spelling the words is effective	20	8	6	1	1	4.25
8.	The teacher gives feedback to the students' work	20	6	7	3	0	4.19
9.	The Task could build interaction with friends and the teacher	22	8	5	1	0	4.42

The table shows that the mean or the average score of the respondents' agreement toward the questioners ranges from 3.53 to 4.42. As a matter of fact, the minimum acceptance of the average score or mean is 3.00 and the minimum score is 5.00. Therefore, it can be concluded that the students agreed to the Task and that the task was effective. This is also supported by the result of the interview and field notes of each component.

### **Goal**

Task 5 is about using the capital to find the names' of the animals based on the video. The goal of this Task is to make the students creative in using capital letters. Through this Task, the students were expected to improve their creativity. The following interview could show that the goal was achievable.

R : *"Apakah Task 5 membantu Adik meningkatkan kreatifitas berhubungan dengan ketrampilan mendengarkan?"*  
(Could Task 5 improve your creativity related to listening skill?)

S : *"Ya dung Miss".*  
(Yes, it could)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The following field notes also show that the goal is achievable.

*"The students got a chance to mention many animals based on the alphabet/the capital letter by watching the video. The students could mention others animals related to the capital letters."*  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

The input of this task is a short video. As the input, the video provide for mentioning the animals related to the capital letters. However, it is not complete enough. Based on the students' suggestions the sound of the video should be louder in order to be easier understood. It could be seen from the field notes.

'When the students started to do Task 5, many students asked the teacher what the video was about. Then, the teacher told it to the students. Some students said that it should be louder voice to make it clear.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

The interview was also done with the teacher. There was a suggestion from the teacher related to the instruction.

R : *"Menurut Bapak apakah input dalam Task 5 sudah cukup jelas dan menarik?"*

(Do you think the input in Task 5 is clear and interesting?)

T : *"Saya kira sudah. Inputnya sudah bagus."*

(Yes, I do. I think the input is good.)

R : *"Selain itu bagaimana dengan instruksinya pak, jelas tidak?"*

(Is the instruction clear?)

T : *"begini mbak, kalau model Task seperti ini sebaiknya siswa juga diminta untuk spelling secara langsung sekalian juga menyebutkan nama-nama binatang sesuai abjad agar siswa lebih aktif dan proses pembelajaranpun akan lebih menyenangkan."*

(Relating to Task 5, watch the video and find the names of the animals by using the capital below should be added by spelling individually and mentioning other animals based on the capital letter. So, the students will follow the teaching and learning process actively and the teaching and learning process more interesting).

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activity in the Task 5, it is mentioning certain animal based on the video and the capital letter can build the students' creativity and imagination. Mentioning certain animalbased on the video and the capital letter were effective to practice the students' knowledge about the materials that have they learned. Then, the students mentioned the animals based on their answer one by one. The students mentioned the word in their desks. By doing this Task the students could practice micro skills, pronunciation and spelling abilities. The activity was interesting enough because all the students did the Task happily. They seemed happy and enjoy because they could practice their pronunciation and spelling skills.

- R : *"Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?"*  
(Did the activity make you happy and could you do the Task smoothly?)
- S : *"Ya Miss."*  
(Yes, it did and we could)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

From the field notes the activity of Task 5 also ran well. All the students that were asked to mention the answers did it happily and enjoyably.

'After the teacher was sure that all the students had finished and were ready to answer, he asked some students to mention their answer on their desk one by one. While the students mentioned the answers, the other students paid attention.'

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Setting**

The setting of Task 5 is working individually. Doing the task individually based on the video and the capital letters was effective for Task 5. The Task needed at least twice to watch the video. The students also did not feel hard to finish Task 5 individually. The following interview could show it.

- R : *“Apakah spelling nama-nama hewan berdasarkan video dan alphabet secara individu terlalu sulit?”*  
 (Is mention the animals based on the capital letters while watching the video individually difficult?)
- S : *“Tidak, karena sudah sesuai dengan contoh.”*  
 (No, it isn't. It is in line with the example)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

From the observation during the try out the setting was suitable for Task 5. It could be seen in the field notes.

‘Every student finished the Task individually. They also did not spend much time to find the answers. It was because the Task easy enough and the students enjoyed doing the Task.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did his role well. The teacher gave feedback on the students' work. The teacher helped the students to get correct spelling in every word based on the video was shown.

- R : *“Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”*  
 (What did the teacher do when you were finishing Task 5?)
- S : *“Membantu mengecek spelling kita.”*

(He helped to check our spelling)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, the teacher did a good job there.

The teacher not only sat down and gave Task but he gave feedback and helped the students.

‘The teacher moved around the class when they worked the Task based on the video individually. The teacher gave feedback and comment about the students’ work. He always corrected their mistakes.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, being active in the class is reachable. The students did the Task based on the video which was played twice minimally by the teacher. The students also gave feedback to their friends that had mentioned her/his answer on their desk. Through this Task, the students also could be active to interact with their friends. It could be seen from the following interview.

- R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you be active to interact with your friend?)  
S : “*Ya, karena tadi pak guru menyuruh kita mengeja satu-persatu, dan bergiliran dengan teman satu bangku.*”  
(Yes, we could. We had to spell a certain word one by one with my friend)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the field notes, the students got a chance to mention their answers and discuss their friends’ work individually. Through the Task they could have interaction to each other and



practice their micro skills especially on pronunciation and spelling skills.

‘The students mentioned the answer individually while watched the video carefully. The students built communication each other by correcting their friends’ answers.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the analysis above, the Task is effective.  
However, there is a suggestion from the teacher and the students.  
The suggestion is related to the input.

**Table 13. Conclusion of the Evaluation of Task 5 (Try Out 1 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Building students’ creativity 2. Practicing the speaking ability	Effective	–
Input 1. Video 2. Instruction	less effective	The video should be completed by louder voice and the instruction should be completed with pronouncing the word correctly and mentioning others animals based on the capital letters.
Activity 1. Watching the video carefully 2. Finding the animals based on the capital letters	Effective	–
Setting 1. Working individually	Effective	–
Teacher role 1. Giving feedback 2. Checking the students’ work	Effective	–
Learner role 1. Communicating with	Effective	–

(Continued)

(Continued)

Component	Analysis	Evaluation
their friends by correcting their works. 2. Practicing micro skill (pronunciation).		

From the table above, we could conclude whether Tasks one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. Here, the video should be clearer and louder according to the students suggestion. Then, the video should be completed by louder voice and the instruction should be completed with pronouncing the word correctly and mentioning others animals based on the capital letters.

#### vi. Task 6

The sources of the data were taken from questionnaires, interview and the field notess. Below is the result of the questionnaires.

**Table 14. Descriptive Statistics of the Effectiveness of Task 6 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 6 improves the listening skill.	16	10	5	5	1	4.03
2.	Task 6 could improve the understanding about the descriptive text.	18	8	4	6	0	4.06
3.	The video as the input is clear.	14	12	2	7	1	3.86
4.	The video as the input is easy to be understood.	16	10	6	1	3	3.97
5.	The the instruction as the input is easy to be understood and clear.	22	8	4	2	0	4.50

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
6.	The activity is interesting	15	12	7	1	1	4.08
7.	The activity could be less boring	12	14	6	1	3	3.86
8.	Finishing the Task in pairs is effective	20	10	6	0	0	4.39
9.	The teacher could guide in working the Task	20	10	4	2	0	4.33
10.	The Task could help to build understanding and interaction with friend	22	6	2	4	2	4.17

The table shows that the average score is higher than 3.00.

It means that the result of the questioner shows that the task was effective since the respondents gave good responses. The range of the average score is from 3.86 to 4.50. The result of the questionnaires was also supported with the interview and the field notes of every component.

### **Goal**

Task 6 is watching the video and discusses the physical appearance of an animal with the students' partner. The goal of the Task is to improve the students' understanding about the descriptive text related to the animals and also building students' interaction with their friends. Besides, the task aims at increasing the students' understanding about the material that they got before. Through this Task the students hopefully could learn a

material happily. Based on the interview below we could know that the goal was achievable.

- R : *“Apakah dengan adanya Task tadi Adik bisa berkomunikasi dan berinteraksi dengan teman?”*  
 (Could you have a communication and interaction with your friend through the game?)
- S : *“Iya mbak, tadi bias berinteraksi dengan teman sebangku.”*  
 (Yes, I could. We could interact with our table mate)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the following field notes, the students had a good interaction, communication with their friends and also had to follow the teaching and learning process smoothly.

‘The students watched the video to finish the task. After watching the video, the students had to discuss the physical appearance of an animal. Here, the students work with their partner or table mate. In doing the task, each pairs had to describe a certain animal. They had interacted with one another. They built communication with their partner.’  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the Task has a video and a clear instruction of doing it. The video shows the physical characteristics of a certain animal. The instruction is written in details, such as watch the video and discusses the physical appearance of an animal with your partner. Besides, there was a work sheet for the students. Since the students could do the Task well, the instruction was effective. The following interview could show it.

- R : *“Apakah tadi video dan instruksinya jelas?”*  
 (Were the video and the instruction clear?)
- S : *“Iya jelas karena detail.”*

(Yes, there were. There were detailed.)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The other data were taken in the field notes. The data show that the students could understand the instruction.

‘Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They could do it well.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the Task model that has been chosen was effective. All the students did Task 6 well. They watched the video that has been played by the teacher and they finished the Task in pairs. The Task could attract the students’ interest because the Task was related to the previous Tasks. Every pairs tried to finish the Task together. The following interview could show that the activity was effective.

R : “*Apakah aktifitas yang adek lakukan tadi menarik?*”  
(Was the Task 6 interesting?)  
S : “*Iya mbak.*”  
(Yes, it was)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The other data also showed that the students did the activity well. In this activity, the students followed the activity happily.

‘All the students worked in their pairs. All of them worked together to finish the Task.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the task was done in pairs or with their table mate. Doing the Task in pairs was effective for describing animal physical appearances. In a consideration that the Task was too difficult to do individually. All of the pairs could finish the task smoothly. In the following interview it could be seen.

- R : *“Apakah ada kesulitan menyelesaikan Task berpasangan seperti tadi?”*  
 (Was there any difficulty to finish the Task in pairs?)  
 S : *“Tidak, justru lebih mudah.”*  
 (No, there was not. It was easier)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The situation could also be seen from the field notes. The students cooperated with each other to finish the game.

‘All pairs finished the Task well. Every pairs had to describe animal physical appearances based on the video which was played by the teacher. The students looked enjoyable doing the Task. Working in pairs made them learn to cooperate with each other.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did the role well. The teacher explained in details what they were going to do in the Task. The teacher maintained the time for watching the video and doing the Task. After the time was over, the teacher checked all the pairs by going around the class and

asked them to tell the result of their work. The following interview could show the role of the teacher.

- R : *“Apa yang dilakukan Pak Guru tadi?”*  
(What did the teacher do in the Task 6?)
- S : *“Beliau menjelaskan caramengerjakan Tasknya dan memandu kita dengan memberikan contoh.”*  
(He explained the procedure and guided us by giving the example)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Besides doing an interview, the researcher used field notess to get the data. The following field notes showed the teacher role was effective.

‘The teacher explained the instruction clearly. During the time when the students watched the video, the teacher guided them and gave support. The teacher also maintained the time.  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, the learner had an important role. It was because of the Task done by all of the students. The Task could not run well without the participation of the students. The students could communicate and interact with their partners. The students were the subject in doing this Task.

- R : *“Apakah Adik ikut berperan aktif waktu menyelesaikan Task 6 tadi?”*  
(Were you active in Task 6?)
- S : *“Ya, mbak.”*  
(Yes, I was)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The field notes also showed the same situation, that the learner could be active in that Task.

‘The learner finished the Task and the teacher just guided by playing the video thirdly. All the activity was done by the students. They could communicate actively through doing the Task in pairs.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could finish the Task well. Through this Task they could learn happily. There was no evaluation for this task.

**Table 15. Conclusion of the Evaluation of Task 6 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building vocabulary mastered</li> <li>2. Improving students' understanding about the materials</li> <li>3. Describing an animal physical appearances</li> <li>4. Communicating actively</li> </ol>	effective	–
Input <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Instructions</li> <li>3. Working sheet</li> </ol>	Ineffective (Less effective)	The sound of the video should be louder
Activity <ol style="list-style-type: none"> <li>1. Watching the video</li> <li>2. Describing an animal physical characteristics</li> <li>3. Asking friends' responses.</li> </ol>	effective	–
Setting <ol style="list-style-type: none"> <li>1. Working in pairs</li> </ol>	effective	
Teacher role <ol style="list-style-type: none"> <li>1. Giving explanation, playing video</li> <li>2. Guiding the students</li> </ol>	effective	–
Learner role <ol style="list-style-type: none"> <li>1. Following the lesson actively in a class</li> </ol>	effective	–



From the table above, we could conclude whether the task one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary related to animals characteristics. Here, the video should be clearer and louder according to the students suggestion.

vii. **Task 7**

The result of the questionnaire that shows whether the students agree on the task could be seen in the following table.

**Table 16. Descriptive Statistics of the Effectiveness of Task 7 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 7 improves vocabulary mastered.	16	8	6	5	1	3.92
2.	Task 7 could lessen the boredom in learning.	20	12	3	1	0	4.42
3.	The video and example as the input are easy to be understood.	5	22	6	1	2	3.75
4.	The instruction as the input is clear.	10	20	4	1	1	4.03
5.	The activity is interesting.	15	18	2	1	0	4.31
6.	Doing the Task in group of four is effective.	18	12	4	1	1	4.25
7.	The teacher could guide and give the example how to do the task.	22	8	4	2	0	4.39
8.	The Task could help to be active in the class.	15	10	8	1	2	3.97

The table shows that the mean or the average score ranges from 3.75 to 4.39. The average score shows that the students as the

respondents agree on the Task. It was also effective. The other data that shows the effectiveness of this Task could be seen from the interview and the field notes of each component.

### **Goal**

Task 7 is also in the form of grouping Task. The goal of this Task is to make the students communicate and interact with their friends. The students could also improve their understanding related to descriptive text. Through this task they could study happily and also could improve their vocabulary mastery. From the following interview it could be seen that the goal was achieved.

R : *“Apakah dengan Task 7 tadi adik bisa berkomunikasi dan berinteraksi dengan teman?”*

(Could you have a communication and interaction with your friend through the task 7?)

S : *“Iya mbak.*

(Yes, I could.)

(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Based on the following field notes, the students had a good interaction and communication with their friends.

‘A student described her favorite animal based on the video randomly. She described in some sentences or one sentence as the representative of the group by choosing the words in the box given. The other also asked some questions to her. It was done until all the groups got the turn.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the task had a video, a clear instruction and also the example to do the Task. The instruction was written in details. There was also an example to do the Task easily. Since the students could finish the Task well, the instruction was effective. The following interview could show it.

- R : *“Apakah tadi video, instruksi dan contohnya jelas?*  
(Were the video, instruction and the example clear?)
- S : *“Iya mbak, karena ada contoh jadi lebih paham.”*  
(Yes, they were. There was an example that made me understand better, but actually the video voice should be louder)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

Another source of the data was taken in the field notes. The data showed that the students could understand the instruction. Since they could directly do the task after they read the instruction.

‘The teacher asked the students to read the instruction and the example first. Then, the teacher asked some students to explain the instruction and explained how to finish the Task. The students could do it well.’  
(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, doing Task 7 was effective to decrease the students’ boredom in learning. The students did the Task by doing interaction with their friends while they were watching the video carefully. The activity of Task 7 ran well. The

students who were asked to do that in front of the class as the representative did it well. The following interview could show it.

- R : *“Apakah Task 7 menarik?”*  
 (Was Task 7 interesting?)  
 S : *“Iya menarik mbak. Belum pernah yang seperti ini.”*  
 (Yes, it was. We never did this Task before)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

‘There was a student who described her/his favorite animal in the video. The other students were enthusiastic to get the turn as the representative of their group to describe her/his favourite animal too. The Task ended after the all the group got the turn.’  
 (Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Setting**

The Task was done in groups of four. Doing the Task in group of four could improve students’ ability in arranging good sentences by sharing each other. Fortunately, it was effective enough for them. They could share to their members, and correct the sentence together and could deliver many sentences to describe an animal they liked based on the video by choosing the words in the box, the students worked in group of four. It could be seen in the following interview.

- R : *“Apakah ada kesulitan menyelesaikan Task 7 tadi secara berkelompok terdiri dari empat siswa?”*  
 (Was there any difficulty to finish the game in a group of four?)  
 S : *“Kalau berkelompok seperti ini lebih mudah mbak.”*  
 (When we did in a group of four, it was easier)  
 (Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The situation could also be seen in the field notes.

‘The students described a certain animal based on the video by using the words on the box 3 or 4 sentences. Almost of the students got difficulties in arranging the words to describe their favorite animals. Some students described the same animal.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to finish the Task by playing the video twice. The teacher also participated in that Task to give details instruction, motivation and example to the students. The students also admitted that the teacher did the role well. It could be seen in the following interview.

- R : *“Apa yang Pak guru lakukan selama kalian menyelesaikan Task 7?”*  
(What did the teacher do when you were finishing Task 7?)
- S : *“Beliau memberi contoh sambil memutar videonya. Beliau juga memberi penjelasan dan memandu.”*  
(The teacher gave examples while he was playing the video. He also gave explanation and guided us)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The data were taken from the field notes.

‘The teacher gave an example of how to finish the task while he was playing the video twice. The teacher described his favorite animal as the example while the students gave more attention. The teacher participated, gave the explanation smoothly and also guided the students in finishing the Task.’

(Appendix D / Field notes 1, February 13<sup>th</sup>, 2010)

### **Learner role**

It is similar to Task 6 the students were the subjects who had to finish the Task. They could communicate and interact with

their friends. They could use many vocabulary related to the Task

7. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam Task 7 tadi?*  
(Could you be active in Task 7?)
- S : “*Ya mbak karena berkerja secara kelompok jadi bisa saling membantu dan kerjasama.*”  
(Yes, I could. I did everything by in a group of four, we helped each others in the group and we worked together)  
(Appendix E / Interview 1, February 13<sup>th</sup>, 2010)

The situation could also be seen in the following field notes.

‘There was a student who described her favorite animal. The other groups were enthusiastic to get the next turn and describe their favourite animals’ characteristics based on the video. All the activities were done by the students. They could improve and increase their understanding related to descriptive text through this Task smoothly.’  
(Appendix D / Field notes1, February 13<sup>th</sup>, 2010)

Based on the analysis of the components, there is an evaluation for this task. The evaluation should be done on the input to make the voice louder.

**Table 17. Conclusion of the Evaluation of Task 7 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Increasing vocabulary mastered 2. Building interaction and communication with friends 3. Improving students’ understanding about the material (descriptive text) 4. Communicating actively	Effective	–
Input 1. Video 2. Instructions	Ineffective (Less effective)	The video should have louder voice.

**(Continued)**

(Continued)

Component	Analysis	Evaluation
3. Example		
Activity 1. Watching the video carefully 2. Describing a favourite animal based on the video by using the words in the box 3. Taking a turn and being the representative of the group	Effective	—
Setting 1. Working in a group of four	Effective	-
Teacher role 1. Playing the video 2. Giving explanation 3. Guiding the students	Effective	-
Learner role 1. Watching the video carefully 2. Communicating actively in a class	Effective	—

From the table above, we could conclude that Task Seven was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction, grammar related to word order and new vocabulary. Here, the video should be clearer and louder according to the students suggestion.

viii. **Task8**

The result of the questionnaires that presents whether the students agreed on the Task could be seen in this following table.

The questionnaire covers 6 components of the task.

**Table 18. Descriptive Statistics of the Effectiveness of Task 8 (Try Out 1 of Unit 1)**

No	Statement	Skor					Mean
		5	4	3	2	1	
1.	The task could be the first step in entering oral cicle (speaking skill).	10	20	5	1	0	4.08
2.	The questions could help to understand the content of the video that would be used in the next task.	16	12	4	4	0	4.11
3.	The video as the input is clear.	10	16	10	0	0	4.00
4.	The video as the input is interesting.	15	10	9	1	1	4.03
5.	The activity of answering questions orally is interesting.	10	16	8	1	1	3.92
6.	The activity of answering the questionsdirectly is interesting.	18	12	4	2	0	4.28
7.	Delivering the answer individually is effective.	12	10	10	3	1	3.81
8.	Discussingthe questions in pairs is effective.	16	12	7	1	0	4.19
9.	The teacher gives feedback to the students' answer/work.	18	14	2	2	0	4.33
10.	The Task helps students to communicate and speak actively.	8	18	6	3	0	3.81



The table shows that the average score of the result is higher than 3.00. The range is from 3.81 to 4.33. It can be concluded that the students agreed on the task and that the task was effective. The other data can also be seen in the interview and field notes of every component.

### **Goal**

Task 8 was presented in the form of the direct answer. Task 8 was aimed to check students' understanding in responding question. By answering the questions, the students could arrange sentences orally. The questions were related to the next Task. Based on the interview, the goal was achievable.

- R : *"Apakah Task 8 bisa menjadi contoh mempraktekkan speaking skill?"*  
 (Could the Task 8 be the model or example of how to practice or improve speaking skill?)
- S : *"Iya mbak, soalnya disuruh praktek berbicara dengan menjawab pertanyaan tadi secara langsung."*  
 (Yes, it could. Since, we were asked to speak directly by answering the question in Task 8.)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other data could be seen in the following field notes

'The teacher asked the students to answer the question in the Task 8 directly. The students then tried to answer it one by one.'

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Input**

The input of this task was an instruction to guide the next task. The questions of Task 8 are connected to the next task and

video for the next Task. The students could find the answers from their mind. Based on the last interview in Task 7, the Task should be followed by an example to make the students easier to understand it. The instruction and the questions were effective as the input. It could be seen in the interview.

- R : *“Apakah instruksi dan pertanyaannya jelas?”*  
(Were the instruction and the questions clear?)  
S : *“Ya mbak jelas, keduanya mudah dimengerti.*  
(Yes, they were. Both of them were easy to understand.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The field notes also showed that the input could be used effectively.

‘The students then delivered the answers of the questions after the teacher asked them one by one randomly. The answers related to the next Task. All the students could answer the question correctly although some of them use Indonesian.’  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Activity**

The activities in Task 8 were answering the questions and delivered the answer orally which would be chosen by the teacher one by one in the class. It could help the students to practice their speaking ability. Both of the activities could run well. It could be seen in the following interview.

- R : *“Apakah kegiatan menjawab pertanyaan dan menyampaikan secara langsung membuat bosan?”*  
(Did the activities of answering questions and delivering the answers orally make you bored?)

S : *“Tentu tidak. Menjawab pertanyaan secara langsung menarik mbak.”*

(No, they did not. Delivering the answer orally was interesting)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The field notes also showed that the activities ran well. All the students answered/finished the Task well.

‘The students finished the answers well. Moreover, the teacher asked the students to deliver the answer directly and orally. The students did it well. There were about 7 students who delivered their answers.

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students worked individually and in pairs. The students answered the questions and delivered the answers individually. Before delivering the answers individually, they discussed the answers with their partners. The setting was effective since they could finish and do the task well. The following interview could show it.

R : *“Apakah menjawab pertanyaan secara individu terlalu sulit?”*

(Was answering the questions individually difficulty for you?)

S : *“Tidak mbak, karena jawabannya sesuai dengan diri sendiri.”*

(No, it was not. The answers were based on point of us)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other data could be seen in the field notes.

‘The students discussed the answers in pairs before they started to deliver the answer directly. Then, the teacher asked them

to deliver the answers one by one. Finally, they also delivered the answers by themselves. '

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted tha the teacher did his role well. The teacher always gave feedback to the students' answers and discussed the answers with them. The teacher also corrected the students' pronunciation or sentences' arrangement when they delivered the answers one by one. The following interview could show it.

R : *"Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 8?"*

(Did the teacher give comment or evaluation when you did Task 8?)

S : *"Iya mbak."*

(Yes, he did)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

From the field notes, it was clear that the teacher could do his role well.

'After the students delivered the answers, the teacher gave comment to the answers. The teacher also corrected their pronunciation and also their grammatical sentences.'

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could active communicate actively with teacher and friends. The learners also

got the chance to practice their speaking skill. It could be seen from the following interview.

- R : *“Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?”*  
(Could you communicate with friends and teacher actively?)
- S : *“Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dan diskusi jawaban dengan teman juga.”*  
(Yes, I could. I had a short discussion with the teacher when delivering the answers and also discussed in pairs too)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The situation was also showed in the field notes. The students communicated well with their friends when they gave opinion to each other. It could be seen in the following field notes.

‘The students discussed the answers in pairs then they also discussed with the teacher. The teacher then asked the other students to give opinions. ’  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this task and they could finish the task well.

**Table 19. Conclusion of the Evaluation of Task 8 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Task 8 as the model and example 2. Practicing speaking ability	effective	–
Input 1. Instruction 2. Questions	effective	-

(Continued)

(Continued)

Component	Analysis	Evaluation
Activity 1. Discussing the answers in pairs 2. Answering the question directly	effective	-
Setting 1. Individually 2. In pairs	effective	-
Teacher role 1. Giving feedback and comment 2. Giving explanation	Effective	—
Learner role 1. Practicing the speaking ability 2. Having interaction or communication with friends and teacher	Effective	—

From the table above, we could conclude that Task Eight was effective since the result of the questionnaires was more than 3.00 and there was no revision for all components. In addition, the task did not get any suggestion from students or the teacher.

ix. **Task9**

The result of the questionnaire as the data to know the effectiveness of Task 9 could be seen in the following table.

**Table 20. Descriptive Statistics of the Effectiveness of Task 9 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 9 could help to understand the video	16	10	5	5	0	4.03

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
2.	The video as the input is clear	22	12	1	1	0	4.53
3.	The video and the instruction as the input is easy to be understood	16	8	9	2	1	4.00
4.	The activity of answering the questions is less boring	14	16	5	1	0	4.20
5.	The activity of watching the video while answering the questions is interesting	16	10	4	5	1	3.97
6.	Answering the questions based on the video is effective	18	12	4	1	1	4.25
7.	Answering the questions in pairs is effective	18	2	10	4	2	3.83
8.	The teacher gives feedback to the students' work	20	7	5	4	0	4.19
9.	The Task could help to practice their listening and speaking ability	22	6	4	3	1	4.25
10.	The Task could help the students to participate actively in the teaching and learning process	12	11	5	7	1	3.72

The table shows that the average score of the respondents' agreement toward the questionnaire ranges from 3.72 to 4.53. It could be concluded that the students agreed on the task and the task was effective. It is because the minimum acceptance of the average score is 3.00 and the maximum score is 5.00. The other data could be seen from the interview and the field notes based on each component.

### **Goal**

Task 9 was presented in form of written and oral language. The goal of this task is to check the students' comprehension about the video about and also to increase the students' understanding how to describe a certain animal. In this task the students should answer all the questions based on the video with their partner. Through this task the students are also expected to practice their speaking skill. The following interview could show it.

- R : *Apakah Task 9 dapat menambah pemahaman adik tentang bagaimana mendeskripsikan binatang tertentu?*  
(Could Task 9 add your comprehension about how to describe a certain animal?)
- S : *“Ya, mbak. Karena videonya mendeskripsikan binatang tertentu dengan lebih detail jadi bisa lebih paham lagi.”*  
(Yes, it could. As the video is describing a certain animal in detail so that we could more understand. We must answer the question by using words are shown in the video).  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The following field notes also shows that the goal was achieved.

‘The teacher asked the students to answer the questions with their partner (by watching the video carefully). The students watched the video three times to understand the video well. The teaching and learning process were running smoothly.’  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Input**

The input of this task is the video. The input of this task was effective since the students were not confused when answering the answer. The students could understand the video after the



teacher played about three times. It could be seen in the following interview.

- R : “*Apakah video yang disediakan jelas?*”  
(Was the available video clear?)  
S : “*Ya, jelas mbak.*”  
(Yes, it was clear)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the field notes the students could answer all the questions with their partner by watching the video.

‘The students answered the questions with their partner while they were watching the video carefully. Here, they could complete all the questions that were given smoothly.’  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Activity**

The activity in Task 9 was answering the questions based on the video. The students had to answer all the question in pairs. They got a chance for about three times to complete all the question. After that the students had to get the turn answering all the questions one by one while the teacher asked them. The activity was effective to improve the students’ comprehension and practice the students speaking skill. The following interview could show it.

- R : “*Apakah kegiatan pada Task 9 menarik?*”  
(Was the activity in Task 9 interesting?)  
S : “*Ya.*”  
(Yes, it was.)  
(Appendix E / Interview 1, February 15<sup>th</sup>, 2010)

The field notes also show that the activity ran well and the students were interested.

‘The students, who asked to deliver the answers, did it well. All of them focused on the video, because video was something new for them. So that they were so excited.’

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Setting**

Actually, the setting of this task is individual and in pairs. As, firstly the students had to work in pairs with their partner. Then, after they finished doing the task, the teacher would ask them one by one. The students did not spend much time to answer all the questions. The setting was effective since they could work well. From the following interview it could be seen.

R : *“Apakah menjawab pertanyaan berdasarkan video secara berpasangan dan individu terlalu sulit?”*

(Did answer the questions based on the video in pairs then individually difficult to be done?)

S : *“Tidak, karena kita dapat menemukan semua jawabannya dalam video yang diputar oleh pak guru.”*

(No, it was not. As, we could find all the answers on the video that was played by the teacher)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the field notes, the students took not more than 15 minutes to fill the blank. Almost of the students could answer all the questions correctly.

‘The students started to answer the questions by discussing in pairs then they had to answer the question one by one individually according to the teacher’s instruction. The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers. Finally, the questions could be finished smoothly and all the students enjoyed the teaching and learning process.’

(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher had a good role. The teacher gave an explanation about the task and monitored them when they watched the video three times. The teacher always gave feedback to the students' work. It could be seen from the following interview.

- R : *"Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 9?"*  
(What did the teacher do during you do the Task 9)
- S : *"Memberikan penjelasan bagaimana cara mengerjakan Task 9, membantu kalau ada yang bingung dan memberi komentar juga."*  
(He gave explanation how to do Task 9, helped us who still confused and also gave comment/feedback)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the field notes, the teacher was helped the students when they did not understand. The teacher moved around the class.

'The teacher explained how to do the Task, asked the students to watch the video carefully, moved around the class to check and helped the students finishing the Task. The teacher then gave feedback to the students' works/answer.'  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner had a chance to build interaction with their partner (when they answered all the questions while they were watching the video) and also to the teacher (when they were chosen by the teacher to answer the question individually). The learners could also practice their

speaking ability and build confidence. Because, the had to answer the question individually when the teacher chose one of them. It could be seen from the following interview.

- R : “*Apakah Adik bisa aktif berkomunikasi dengan teman dan guru?*”  
(Could you communicate actively with teacher and friends?)
- S : “*Ya, tadi kan kami sedikit berdiskusi.*”  
(Yes, we could. We had a short discusion)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

It could also be seen in the field notes that the students could active in the teaching and learning process. Since, the students built interaction with the teacher and friends in the class.

‘The teacher discussed the answered with the students. Some students were asked to give an explanation about the answers.’  
(Appendix D / Field notes2, February 15<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The task could be done well. Because of it, there was no revision.

**Table 21. Conclusion of the Evaluation of Task 9 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Checking student’s understanding 2. Practicing speak actively	Effective	—
Input 1. Instruction 2. Video	Effective	—
Activity 1. Answering the questions based on the video 2. Delivering the answers orally	Effective	—

(Continued)

(Continued)

Component	Analysis	Evaluation
Setting 1. In pairs	Effective	–
Teacher Role 1. Monitoring 2. Giving feedback	Effective	–
Learner role 1. Building communication 2. Practicing to speak	Effective	–

From the table above, we could conclude that Task nine was effective since the result of the questionnaires was more than 3.00 and there was no revision for all components. In addition, the task did not get any suggestion from students or the teacher.

#### x. Task10

The result of the evaluation questionnaire for Task 10 could be seen in the following table.

**Table 22. Descriptive Statistics of the Effectiveness of Task 10 (Try Tut 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 10 could improve listening and speaking ability.	20	14	1	1	0	4.47
2.	Task 10 could improve the creativity in making a sentence.	22	9	3	1	1	4.39
3.	The video as the input is clear.	16	14	2	2	2	4.11
4.	The video as the input is easy to be understood.	18	14	2	1	1	4.31
5.	The activity of filling the blank based on the video is interesting.	20	9	6	1	0	4.17

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
6.	The activity of answering in pairs is interesting.	18	8	5	4	1	4.05
7.	Paying attention to the video is effective/interesting.	16	9	9	1	1	4.06
8.	The teacher gives feedback to the students' work.	22	12	1	1	0	4.53
9.	The task helps to practice listening and speaking actively in the class.	20	8	5	2	1	4.22
10.	The task helps to build interaction with friend.	22	6	4	2	2	4.22

The table shows that the task was effective. It could be concluded by the average score of the questioner. The range of the average score is from 4.06 to 4.53. The other sources of the data could be seen in the interview and field notes of every component.

### **Goal**

Task 10 asked the students to complete the monologue by watching the video and matched them with the words in the box. This task aimed to improve the students' communication in English. Through this task the students could practice their listening and speaking ability. They could improve the interaction with their friends. This Task was also aimed to improve the students' creativity in making a sentence. They could improve their understanding about the materials that they had learned before. Based on the following interview it could be seen that the goal was achieved.

- R : *“Apakah Task 10 dapat meningkatkan komunikasi ketrampilan mendengarkan dan keterampilan berbicara Adik?*  
(Could the Task improve your communication skill, listening skill and speaking skill?)
- S : *“Ya mbak, kannonton video di Task 10 bisa juga mempraktekkan ketrampilan mendengarkan dan ketrampilan berbicara waktu menjawab pertanyaanya.”*  
(Yes, it could. We could practice our listening skill while we were watching the video and we also could practice our speaking skill while we were answering the question in Task 10)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The situation could also be seen in the following field notes. The students could practice their listening, speaking abilities and improve to communicate with others.

‘The students paid attention to the video and complete the monologue of Task 10 by using the words in the box. The students could practice their listening, speaking abilities there (Task 10).’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Input**

The input for this task was video and instruction. There was a video that played three times. The video was showing story related to descriptive text. Here, the students could watch the video while they were filling the banks by matching the sentences in the box. The instruction was paying attention to the video, complete the monologue using the words in the box. The students could use the input effectively since they could finish the Task well. The input was effective and it could be seen in the following interview.

- R : *” Apakah video dan instruksi yang diberikan jelas?*  
(Were the video and instruction clear?)

S : “*Ya jelas.*”  
 (Yes, they were)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other source that could be used as the data is the field notes. In that field notes the students showed that they could use the input well to finish the task.

‘Before starting to do the Task, the teacher asked the students to pay attention to the next Task (Task 10). Then the students did the Task while they were watching the video. The students answered the questions in turn, one by one. The students were doing the Task well and the teaching and learning process ran smoothly. In the end of the Task the teacher gave feedback to the students.’  
 (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students looked enthusiastic to do the Task based on the video by matching the sentences on in the box given. Doing Task 10 was a good activity to practice their listening and speaking skills. Based on the interview they could do it well.

R : “*Apakah kegiatannya dapat melatih kemampuan mendengarkan, berbicara dan menarik untuk dilakukan?*”  
 (Did the activity improve your listening, speaking ability and was it also interesting to be done?)  
 S : “*Ya menarik mbak, soalnya kita belum pernah mengerjakan Task yang seperti ini mbak, jadi seru.*”  
 (Yes, it did. Because it was something new for us, and we had ever done it, so it was really exciting)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the following field notes the activity was run well.



‘The students were doing the Task enthusiastically. Some of the pairs who were asked to answer the questions based on the video did it well. There were no pairs that did not want to do it.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Setting**

The task was done in pairs. Both of them could speak actively. Working in pairs was effective for this Task because it was suitable with Task 10. The students could finish the task well in pairs. The following interview could show it.

- R : “*Apakah mengerjakan tugas ini secara berpasangan sudah efektif?*”  
(Was finishing the task in pairs effective?)  
S : “*Ya mbak.*”  
(Yes, it was)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the observation during the implementation, the students could work well in pairs. They finish the Task with their partner.

‘The students discussed with their partner to do the task based on the video and matched the sentences in the box with the paragraph. The students filled the blank sentences with their partner.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students’ work. The teacher also explained to the students about

the task and helped them who got difficulties. The following interview could show it.

- R : *Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?*  
 (Did the teacher give explanation and help you when you got difficulties?)
- S : *"Iya mbak."*  
 (Yes, he did)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The data also could be seen in the field notes

'The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they answered the questions.'  
 (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their listening, speaking ability and communicate well with their friends. The learner could actively participate in the learning process. The following interview could show it.

- R : *"Apakah Adik bisa aktif berkomunikasi di kelas?"*  
 (Could you speak actively in the class?)
- S : *"Ya mbak, tentu saja."*  
 (Yes, I could)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Task 10 was effective to be done. There was no evaluation based on the analysis of the components in the first try out. The students gave good responses and did the task well.

**Table 23. Conclusion of the Evaluation of Task 10 (Try Out 1 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Evaluation</b>
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Building listening ability</li> <li>2. Improving the understanding of the materials</li> <li>3. Doing the task actively</li> <li>4. Practicing listening and speaking abilities</li> </ol>	Effective	–
<b>Input</b> <ol style="list-style-type: none"> <li>1. Example</li> <li>2. Video</li> </ol>	effective	–
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Filling the blank based on the video</li> <li>2. Answering questions actively</li> </ol>	Effective	–
<b>Setting</b> <ol style="list-style-type: none"> <li>1. Working in pairs</li> </ol>	Effective	–
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Giving feedback</li> </ol>	Effective	–
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Watching video actively</li> <li>2. Communicating actively with friends and teacher</li> </ol>	Effective	–

From the table above, we could conclude that Tasks one was effective since the result of the questionnaires was more than 3.00 and there was no revision for all components. In addition, the task did not get any suggestion from students or the teacher.

**xi. Task 11**

The result of the questionnaire to know the students' responses could be seen in the following table.

**Table 24. Descriptive Statistics of the Effectiveness of Task 11 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 11 could help to practice speaking ability.	12	14	8	2	0	4.00
2.	Task 11 could improve the understanding of the material.	16	7	10	2	1	3.97
3.	The instruction as the input is clear.	14	12	2	1	7	3.69
4.	The video as the input is clear.	18	10	4	2	2	4.11
5.	The activity of watching the video, and discuss the animal's physical characteristics in the video is interesting.	18	14	2	2	0	4.33
6.	The activity could lessen boredom.	15	10	5	4	2	3.89
7.	Doing the Task 11 in pairs is effective.	16	12	3	5	0	4,08
8.	Finishing the task in groups of three or four is effective.	21	8	4	3	0	4.31
9.	The teacher could guide the students in doing the task.	20	12	3	1	0	4.42
10.	The Task could build communication and interaction with friend.	21	10	3	2	0	4.39

The table shows that the average score or mean score ranges from 3.69 to 4.42. It means that the task was effective and the students could agree to the task. It is because the minimum acceptance of the average score is 3.00. The other sources of the

data can be seen in the interview and field notes of every component.

### **Goal**

A task 11 was watching the video, and then discusses the animal's physical characteristics in the video. The goal of this game was making the students have a communication and interaction with their friends. Through this task the students could also study happily and improve their understanding about how to describe something or descriptive text. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan Task 11 tadi, Adik bisa lebih mengerti bagaimanamendeskripsikan sesuatu (binatang)?”*  
(Could you improve your understanding how to describe something (animal), by Task 11?)
- S : *“Iya mbak karena videonya tentang ciri-ciri binatang tertentu jadi lebih tau bagaimana caramendeskripsikannya.”*  
(Yes, I could. As the video was shown us animals' characteristics, so we could more understand how to describe them).  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the following field notes, the students had a good interaction and communication with their friends.

‘During the Task, the students did the task by using the video that had been played in pairs. The students did the Task well.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Input**

The inputs of this task were video, instruction and also worksheet. The video was showing the animals appearances and their characteristics. Watch the video, and then discuss the animal's physical characteristics in the video. The instructions were watching the video, and then discussed the animal's physical characteristics in the video. The Task was followed by the worksheet. It was not effective because some students were confused with the intruction. The following interview could show it.

- R : *“Apakah tadi instruksi dan videonya jelas?*  
(Were the instruction and the video clear?)
- S : *“Videonya jelas, tapi instruksinya tidak begitu jelas, soalnya bingung mau diskusi apa. Sebaiknya di beri contoh mbak.”*  
(The video was clear but the instruction was confusing because we dii not know what should be discussed. Task 11 should be completed by example.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other source of the data was taken from the field notes.

The data show that the students could understand the video.

‘While entering Task 11, some students looked confused with the instruction. Some of them asked the teacher what they should do with the Task.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, discussing the Task based on the video was effective to lessen the students' boredom in learning. The students did Task 11 well and happilly. They looked interested

in watching the video, the students gave more attention to the video and they moved around the class to finish it. The activity of discussing and delivering the result of the video could help them practice their listening and speaking skills. The following interview could show that the activity was effective.

- R : “*Apakah aktifitas Task 11 tadi menarik?*”  
(Was the activity in the Task 11 interesting?)  
S : “*Iya menarik mbak.*”  
(Yes, it was)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

‘The students watched the video, and then discuss the animal’s physical characteristics in the video. Some of the students moved around the class to finish the Task. They did it happily. ’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Setting**

The task was done in pairs. Based on the interview finishing the task in pairs with their tablemate was effective. However, it was different from the observation. It could be seen in the following interview and field notes.

- R : “*Apakah ada kesulitan menyelesaikan Task 11 dengan berpasangan?*”  
(Was there any difficulty to finish Task 11 in pairs?)  
S : “*Tidak, malah bisa kerjasama.*”  
(No, there was not. Even we could cooperate with one another)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other situation could be seen in the field notes.

‘The students did the Task in pairs. Some students tried to do the Task by moving around the class. They moved around the class to look at their friends work. They did the task based on the video and the instruction. However, some students in every group just sat down and had a joke with their friends.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Teacher role**

In this task, the teacher did his role well. The teacher guided the students in doing the Task. The teacher played the video three times. The teacher also gave motivation and example to the students. The students also admitted that the teacher did the role well. It could be seen from the following interview.

- R : “*Apa yang Pak guru lakukan selama kalian menyelesaikan Task 11?*”  
(What did the teacher do when you finished Task 11?)
- S : “*Memandu dan memberi semangat.*”  
(He guided and motivated us)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The data were taken in the field notes.

‘The teacher moved around the class to see the students doing the Task. When there were students who looked confused or got difficulties, he helped them.’ (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Learner role**

The same as in the Task10, the students did the Task based on the video which was played by the teacher. They could communicate and interact with their friends. They could practice



their listening and speaking abilities. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam mengerjakan Task 11 tadi?*”  
(Could you be active in that Task 11?)
- S : “*Ya mbak*”  
(Yes, I could.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The situation could also be seen in the following field notes.

‘The students asked the teacher if they had any difficulties. They did the Task until they could find all the animals physical characteristics one by one while they was watching the video. They did it smoothly.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could do the task well and the students could reach the goal of this task. The students also gave positive responses about this task.

**Table 25. Conclusion of the Evaluation of Task 11 (Try Out 1 of Unit 1)**

Components	Analysis	Revision
Goal 1. Building interaction and communication with friends 2. Improving students' understanding about the materials 3. Communicating actively	Effective	—
Input 1. Instructions 2. Video	Ineffective (Less effective)	The instruction should be more understood by giving the example.

(Continued)

(Continued)

Component	Analysis	Evaluation
Activity 1. Watching the video 2. Discussing the animal's physical characteristics in the video. 3. Delivering the result	Effective	–
Setting 1. Working in pairs	Effective	
Teacher role 1. Giving explanation 2. Guiding the students	Effective	–
Learner role 1. Doing the Task 2. Communicating actively in the class	Effective	–

From the table above, we could conclude whether Task eleven was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. Here, the instruction should be more understood by giving the example.

## xii. Task 12

The result of the questionnaire to evaluate Task 12 could be seen in the following table.

**Table 26. Descriptive Statistics of the effectiveness of Task 12 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task could be the example of how to use grammar (present tense)	13	12	7	2	2	3.89

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
2.	The questions could help understand the content of the video	17	7	10	1	1	4.06
3.	The video as the input is clear	18	11	6	1	0	4.28
4.	The video as the input is interesting	18	16	1	1	0	4.64
5.	The activity of describing certain animal is interesting	18	11	5	2	0	4.31
6.	The activity of describing animal's physical characteristics is interesting	18	9	6	2	1	4.14
7.	Describing certain animal individually is effective	16	12	7	1	0	4.19
8.	Describing certain animal based on the video in pairs is effective	21	10	3	1	1	4.36
9.	The teacher gives feedback to the students' work	17	13	4	2	0	4.25
10.	The student could communicate and speak actively	21	9	4	1	1	4.33

The average score of the result is range from 3.91 to 4.64. It can be concluded that the task was effective. The data were also supported with the interview and the field notes of every component.

### **Goal**

Task 12 was placed in the presentation stage. The task was aimed giving the model or example how to use the grammar that would be taught. Choosing one of the favourite animals in the video then describe its physical characteristics orally could improve

the students' speaking skill. Watching the video could make the students easier did the task. Based on the interview, the goal was achievable.

- R : *"Apakah dengan mengerjakan Task 12 bisa mempermudah adek memahami penggunaan grammar yang diajarkan?"*  
(Did Task 12 help you to comprehend the grammar that you learned?)
- S : *"Iya mbak."*  
(Yes, it could.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other data could be seen in the following field notes.

'The teacher asked the students to use the grammar focus, present tense in their description correctly. Some of the students could do it well. Choosing one of the animals in the video then describe its physical characteristics orally could help the students to improve their speaking skill.'

(Choosing your favourite animal)  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Input**

The inputs of this task were a video and an instruction. The video and the instruction were related to each other. The students could describe their favourite animal by watching the video. The video was used to add the students' interest and to make the students easier in doing the task. The instruction could help the students to do the task smoothly. Based on the interview the input was clear and effective.

- R : *"Apakah video dan instruksinya jelas?"*  
(Were the video and the instruction clear?)
- S : *"Ya jelas."*  
(Yes, they were)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The field notes also showed that the input could be used effectively.

‘The students used grammar focus in making a good paragraph by choosing their favourite animal in the video. The grammar focus was taught by the teacher in the class.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Activity**

The activities in this Task were choosing one of the students’ favourite animals in the video, and then describe its physical characteristics orally.

The students could describe their favourite animal by retelling it by choosing one of the animals in the video that was played twice. So the students had to find the animals’ physical characteristics then arranged them in the form of paragraph first then delivered it orally. The activity ran well and all the students could finish it. It could be seen in the following interview.

- R : “*Apakah kegiatan mendeskripsikan salah satu binatang membosankan and menyampaikannya langsung?*”  
(Did the activities of describing a certain animal and then delivering it orally make you bored?)
- S : “*Tidak, malah berbeda dari biasanya.*”  
(No, it did not. It was different from what was normally done.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The field notes also showed that the activities ran well. All the students finished the task well.

‘The students retold (delivered) their description in front of the class. The students did it well and they were enthusiastic.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students did the task individually. The students tried to describe their favourite animal and retold (delivered) the dialogue by themselves. The setting was effective since they could finish it well. It could be seen in the following interview.

- R : *“Apakah mendeskripsikan binatang favoritmu dengan memilih salah satu binatang dalam video secara individu terlalu sulit?”*  
(Was describing your favourite animal by choosing one of the animals in the video individually difficult for you?)
- S : *“Tidak karena tinggal mengerjakannya sesuai dengan contoh yang diajarkan.”*  
(No, it did not. We just did the task according to the teacher was taught)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The other data could be seen in the field notes.

‘The students started to make the paragraph. Then they delivered it. The students did the activity individually.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted that that the teacher did his role well. The teacher always gave feedback to the students’ description and also discussed it with other students. The teacher also corrected the

students' pronunciation when they retold the description. The following interview could show it.

- R : *“Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 12?”*  
(Did the teacher give comment or evaluation when you did 12?)
- S : *“Iya mbak terutama grammar.”*  
(Yes, he did, especially in grammar)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

From the field notes it can be concluded, the teacher could do his role well.

‘The teacher moved around the class to check the students’ work. The teacher also corrected their work after others students told their description in a paragraph.  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could communicate actively with teacher and friends. The learner also got the chance to practice their speaking skill. It could be seen from the following interview.

- R : *“Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?”*  
(Could you communicate actively with friends and teacher?)
- S : *“Iya mbak.”*  
(Yes, I could.)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The situation was also shown in the field notes. The students communicate well with their friends when they gave opinions to each other. It could be seen in the following field notes.

‘There was a student who gave comments and opinions to her friend’s paragraph (work). The students could also practice their speaking skill and build their confidence.’  
(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this task and they could finish the task well.

**Table 27. Conclusion of the Evaluation of Task 12 (Try Out 1 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal <ol style="list-style-type: none"> <li>1. Implementing of the grammar focus, present tense by describing a certain animal in the video</li> <li>2. Practicingspeaking ability</li> </ol>	Effective	–
Input <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Instruction</li> </ol>	Effective	
Activity <ol style="list-style-type: none"> <li>1. Choosing one of the animals in the video</li> <li>2. Describing animal’s physical characteristics.</li> <li>3. Delivering (retelling) the description orally</li> </ol>	effective	-
Setting <ol style="list-style-type: none"> <li>1. Individually</li> </ol>	Effective	-
Teacher role <ol style="list-style-type: none"> <li>1. Giving feedback and comment</li> <li>2. Giving explanation</li> </ol>	Effective	–

**(Continued)**



(Continued)

Component	Analysis	Evaluation
Learner role 1. Practicing the speaking ability 2. Having interaction or communication with friends and teacher	Effective	–

From the table above, we could conclude that Tasktwelve was effective since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to Task 12.

### xiii. Task13

The following table shows the result of the questionnaire.

The questionnaire could be used to evaluate the task.

**Table 28. Descriptive Statistics of theEffectiveness of Task 13 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 13 helps to practice speaking ability	21	9	4	2	0	4.36
2.	Task 13 improves the creativity in creating a good sentence	18	13	3	1	1	4.28
3.	The video as the input is clear	10	22	3	1	0	4.14
4.	The instruction as the input is clear	14	18	2	2	0	4.22
5.	The activity is interesting	22	10	3	1	0	4.47
6.	The activity runs well	13	18	4	1	0	4.19
7.	Watching the video and arranging good sentences in a group of four is effective	21	10	2	2	1	4.33

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
8.	Delivering the work's in a group of four is effective	15	13	6	1	1	4.11
9.	The teacher gives feedback to the students' work	20	14	1	1	0	4.47
10.	The task could help to speak actively	15	12	6	3	0	4.08
11.	The task could build interaction with friends and the teacher	21	11	2	2	0	4.42

The average score of the result of questioner ranges from 4.08 to 4.47. The average score shows that the task was effective. The average score is higher than the minimum acceptance. It is 3.00. The data could also be seen in the interview and field notes of every component.

### **Goal**

The goal of Task 13 was to build the students' creativity in making a good sentence. Through this task the students were expected to improve their understanding about the grammar that had been taught. This task was also aimed at making the students practice their speaking skill. The following interview could show that the goal was achieved.

R : *"Apakah Task 13 membantu Adik meningkatkan keterampilan berbicara?"*  
(Could Task 13 improve your speaking skill?)

S : “*Iya tentu mbak.*”  
 (Yes, it could)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

The following field notes also showed that the goal was achieved.

‘The teacher was chosen one of the group and students delivered the content of the video standingly. The students did it based on the grammar that had been taught and the video played. The students could do it well without any text.’  
 (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Input**

The inputs of this task were instruction and video completed with sentences. The instruction could be used as the red line what the students had to do in Task 13. The video could be used to improve the students’ creativity in making a good sentence. Besides, the input could be used effectively. From the following interview we could see that the input was effective.

R : “*Apakah instruksi dan videonya mudah dimengerti?*”  
 (Were the instruction and the video clear?)  
 S : “*Ya jelas.*”  
 (Yes, they were)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the field notes the situation could be seen.

‘The teacher asked the students whether the instruction and the video were clear or not. The students said that they were clear.’  
 (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Activity**

The activities in this task wereworking in groups of four, watching the video and then retelling the content of the video. The students were asked to retell the content of the video without text. Before it, they were given time to watch the video first. The activity ran well and all the groups who were asked to retell could do it well. It could be seen in the following interview.

- R : *“Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”*  
 (Did the activity make you happy and run well?)  
 S : *“Iya mbak, menarik.”*  
 (Yes, it did.)  
 (Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the following field notes the activity ran well and all students could participate well.

‘The students retold the content of the video well. All the groups who were asked to retell did it well.’  
 (Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Setting**

The students finished the task in a group of four. It was suitable with the video that was given. They could finish the task well and perform it. The task was not difficult to do in a group four. Doing the task in a group of four was effective for this task. It could be seen in the following interview.

- R : *“Apakah mengerjakan Task 13 secara berkelompok terlalu sulit?”*  
 (Was doing Task 13 in a group of four difficult?)

S : “*Tidak mbak soalnya bisa mengerjakan bersama teman yang lain.*”

(No, it was not. We could do the task with others friends)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

It could also be seen in the following field notes.

‘Every group finished the task with their group member. The students could discuss and interact with their group members to retell the content of the video.

(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher did his role well.

The teacher moved around the class and helped the students to get a good content of the description with correct grammar. The teacher also corrected their pronunciation.

R : “*Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 13?*”

(What did the teacher do when you did Task 13?)

S : “*Mengoreksi grammar dan memberi komentar.*”

(He corrected our grammar and gave comments.)

(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the field notes, the teacher did a good job there.

The teacher not only sat down and gave assigned task but also gave feedback and helped the students.

‘The teacher moved around the class when they worked in a group. The teacher helped the students who got difficulties. He always corrected their mistakes.’

(Appendix D / Field notes 2, February 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students had a chance to practice their speaking skill. Through this Task, the students could be active to interact with their friends. It could be seen in the following interview.

- R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you be active to interact with your friend?)
- S : “*Ya mbak.*”  
(Yes, I could)  
(Appendix E / Interview 2, February 15<sup>th</sup>, 2010)

Based on the analysis of the components, Task 13 was effective. There was no evaluation for this task.

**Table 29. Conclusion of the Evaluation of Task 13 (Try Out 1 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Building students' creativity 2. Practicing speaking ability	effective	—
Input 1. Instruction 2. Video 3. Example	effective	-
Activity 1. Working in groups of four. 2. Watching the video and 3. Retelling the content of the video	effective	—
Setting 1. Working in a group four	effective	—
Teacher role 1. Giving feedback 2. Checking the students' work	effective	—

**(Continued)**

(Continued)

Components	Analysis	Evaluation
Learner role 1. Communicating to their friend. 2. Practicing the speaking ability	effective	–

From the table above, we could conclude that Tasks thirteen was effective or not since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to tasks 13

xiv. **Task14**

The table below shows the result of the evaluation in the questionnaire.

**Table 30. Descriptive Statistics of the Effectiveness of Task 14 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 14 helps to practice speaking ability	17	9	7	2	1	4.08
2.	Task 14 improves the creativity in expressing the students' mind directly and orally	18	7	10	1	0	4.17
3.	The information in the table as the input is clear	22	11	3	0	0	4.53
4.	The instruction as the input is clear	18	10	6	2	0	4.22
5.	The activity of playing a Ballgame is interesting	20	14	0	2	0	4.44
5.	The activity runs well	18	14	2	2	0	4.33
6.	Doing the task in a group is effective	23	10	2	1	0	4.53
7.	The teacher gives feedback to the students' work	17	13	2	4	0	4.19
8.	The task could help to speak actively	16	9	10	1	0	4.11

(Continued)

(Continued)

No	Statement	Score					Mean
		5	4	3	2	1	
9.	The task could build interaction with friends and the teacher	14	18	3	1	0	4.25

The average score of the result of questioner is range from 4.08 to 4.53. The result is higher than the minimum acceptance of average score that is 3.00. It can be concluded that the task was effective. The other data could be seen from the field notes and interview.

### **Goal**

Task 14 was designed to improve students' creativity in delivering monologue or information. Through this task the students could practice their speaking ability. The students hopefully could analyze the information and deliver it to others. Based on the interview below, the goal was achievable.

- R : *"Apakah Task 14 dapat membantu Adik belajar menyampaikan informasi?"*  
 (Could Task 14 help you to learn delivering information?)  
 S : *"Ya sangat membantu."*  
 (Yes, it could)

(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

Based on the following field notes, the students could practice their speaking ability in delivering monologue or information.

'The students delivered the information (monologue) by standing up in the class. Every member in the group got turns in



delivering the information (monologue). The students did it without any text.'

(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Input**

The input of this task was information in the form of table, the instruction and the questions that were delivered by the teacher. The questions were used to find the information. The input could be used by the students in finishing the task. The input was effective since it could be used to do the task.

R : “ *Apakah pertanyaan dan informasi yang disediakan jelas?* ”

(Were the information and the question clear? )

S : “ *Ya, mbak.* ”

(Yes, they were)

(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

### **Activity**

Working in groups, looking at the following vocabulary network related to animals, then wrote the related things about the animals. In this task, the students had to tell their worksby standing up. The activity in this task was delivering information in the form of short monologue. Besides, they also had group discussion to analyze the information and prepare the monologue. Both of the activities ran well and all of the students could deliver it although in different sentences. The following interview could show that the activity ran well.

- R : *“Apakah menyampaikan informasi menarik untuk dilakukan?”*  
(Was the activity of delivering information interesting?)
- S : *“Ya, task ini mengajarkan bagaimana memberikan informasi dengan baik.”*  
(Yes, it was. It was the same as how to give good information to others.)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

In the field notes it is stated that, the activity ran well. All the students did the task well.

‘The students delivered the information (monologue) in the class by standing up. Every member in the group got turns in delivering the information (monologue). The students did it without any text.’  
(Appendix D / Field notes 3, February 17<sup>th</sup>, 2010)

### **Setting**

The task was done in groups of four and some of them in a group of three. Working in groups could help them to get a lot of information. However, it was not effective for the students. There were some students in every group that did not join the group discussion well. The following interview could show it.

- R : *“Apakah Adik ada kesulitan menyelesaikan tugas tadi dengan 1 kelompok ada 3 sampai 4 orang?”*  
(Did you get any difficulties finishing the task in groups of three and four?)
- S : *“Tidak mbak tapi tadi ada yang malah cerita sendiri dan gak mau ikut bicara.”*  
(No, I did not. However, there were some students having conversation with the others and did not want to deliver the information)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

It could also be seen in the following field notes saying, that the group work was effective.

‘The students delivered the information in the class by standing up. Almost all the members in every group participated in the class. There were some students in some groups that just kept silent.

(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher gave feedback to the students’ work. The teacher also gave examples to deliver the feedback. The teacher also corrected their pronunciation. The following interview could show it.

R : “*Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?*”  
(Did the teacher give you examples or an explanation and also comments?)

S : “*Ya, beliau memberi contoh dan komentar.*”  
(Yes, he did. He gave examples and comments)

(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

The other data about the teacher role was obtained from the field notes. In that field notes, the teacher looked active to give comment and correction to the students’ information.

‘One group finished delivering information. Then, the teacher gave comment and revised some mistakes.’

(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got chance to practice their speaking ability. The students could communicate

actively. They also gave comments on their friends' information. It could be seen in the following interview.

- R :” *Apakah adik bisa aktif berbicara di kelas?*”  
(Could you speak actively in the class?)  
S : “*Oh iya.*”  
(Yes, I could)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

The field notes taken during the implementation, also showed the same condition.

‘The students delivered the information by standing up. Every member in a group got the chance to speak.’  
(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could finish the task well. They also gave good responses. It could be concluded in the following table.

**Table 31. Conclusion of the Evaluation of Task 14 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Improving students' creativity in giving information. 2. Practicing to deliver information related to the vocabulary network.	Effective	—
Input 1. Information in form of vocabulary network 2. Instruction	Effective	-
Activity 1. Mentioning something related to vocabulary network 2. Expressing a certain word related to a certain animal	Effective	—
Setting	effective	—

(Continued)

(Continued)

Component	Analysis	Evaluation
1. Working in groups of four		
Teacher role 1. Giving feedback 2. Checking the students' pronunciation and expression	Effective	–
Learner role 1. Communicating actively with friends. 2. Giving opinion of their friends' information (work)	Effective	–

From the table above, we could conclude that Task fourteen was effective or not since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to Task 14.

#### xv. Task 15

The result of the evaluation questionnaire of Task 15 could be seen in this following table.

**Table 32. Descriptive Statistics of the Effectiveness of Task 15 (Try Out 1 of Unit 1)**

No	Statement	Skor					Mean
		5	4	3	2	1	
1.	Task 10 could improve speaking ability.	19	14	2	1	0	4.42
2.	Task 10 could improves the creativity in making a good descriptive text	21	11	2	2	0	4.42
3.	The instruction as the input is clear	16	8	8	4	0	4.00
4.	List of words and the video as the as inputsare easy to be understood	16	8	12	0	0	4.11

(Continued)

(Continued)

No	Statement	Skor					Mean
		5	4	3	2	1	
5.	The activity of making a good descriptive text is interesting	19	7	4	5	1	4.06
6.	The activity of delivering or presenting individual work's is interesting	19	8	6	3	0	4.19
7.	Presenting a descriptive text by choosing their favourite animal individually in front of the class is effective	10	8	9	7	2	3.47
8.	The teacher gives feedback to the students' presentation	12	9	8	7	0	3.72
9.	The task helps the students to communicate actively in the class	17	8	6	5	0	4.03
10.	The task helps to build the students' confidence and improve their speaking skill	20	7	7	1	1	4.22

The table shows the mean or the average score of the questioner ranges from 3.47 to 4.42. It means that the task was effective. The students agreed on this task. It was also supported by the result of the interview and the field notes.

### **Goal**

The goal of this task was to improve the students' creativity in express their description orally. Through this task, the students could practice their speaking ability. They could improve the

interaction to their friends. Based on the following interview it could be seen that the goal was achieved.

- R : “Apakah Task 15 dapat meningkatkan komunikasi dan ketrampilan berbicara Adik?  
(Did Task 15 help you to improve your communication and speaking skill?)*
- S : “Ya mbak, dengan Task 15 tadi bisa menambah kemampuan berbicara.  
(Yes, it did. Doing Task 15 could improve our speaking skill.)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)*

The situation could also be seen in the following field notes. The students could practice their speaking ability, improve to communicate with others and also increase their confidence.

‘The students delivered their descriptive text in front of the class. They delivered their description without any text. They did it well.’  
(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Input**

In relation to the input, instruction was the main input. Describing students’ favorite animals in front of the class orally was the instruction as the input. The words followed were also the input to help the students in making the description. The students could also watch the video as the example. The students could use the input to finish the Task. The Task was placed in the production stage so with the little guidance they could make a descriptive text with their creativity. The following interview could show that it was effective.

- R : ” *Apakah instruksi, videonya jelas?* ”  
(Were the instruction and the video clear?)
- S : ” *Ya mbak, malah bisa membuat kita lebih berkreasi.* ”  
(Yes, they were. They made us be more creative)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

The other source that could be used as the data was field notes. In that field notes the students were showed to use the input well to finish the task.

‘The teacher asked to the students what the task was about. The students could explain the Task well and know what they should do. The students could deliver their works well.’  
(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students looked enthusiastic to make a descriptive text. Delivering a descriptive text was a good activity to practice their speaking skill and communicate with friends. Based on the interview they could do it well.

- R : ” *Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?* ”  
(Could the activity improve your speaking skill and be interesting to be done?)
- S : ” *Ya mbak.* ”  
(Yes, it did)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

Based on the following field notes the activity ran well.

‘All of the students who were asked to deliver the descriptive text did it well. There was no student that did not want to do it.’  
(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)



### **Setting**

The task was done individually and the teacher asked the students one by one. Every student got the turn to speak and delivered variety of different description. Working individually was effective for this task because it was suitable with presentation stage and the instruction. The students could finish the task well individually. The following interview could show it.

- R : *“Apakah mengerjakan tugas ini secara individu menyenangkan (sudah efektif)?*  
 (Was finishing the task individually interesting (effective)?)
- S : *“Oh iya, kalau berkelompok terlalu banyak malah nanti ada yang cuma diam saja.”*  
 (Yes, it was. If there had been in a group too many members, there would have been a student that did not get the turn to speak.)  
 (Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

Based on the field notes doing the Task individually was also effective. All the students could practice speaking.

‘Every student got the turn to speak. The student had roles in the class.’  
 (Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students’ presentation (work). The teacher also explained to the students about the task and helped them who got difficulties. The following interview could show it.

- R : “*Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?*”  
(Did the teacher give explanation and help you if get difficulties?)
- S : “*Iya mbak.*”  
(Yes, he did)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

The result of the interview was also supported by the field notes. In the field notes, the teacher helped the students who got difficulties by moving around the class.

‘When the students practiced and prepared it, the teacher moved around the class and checked the students’ description. The teacher gave correction and explanation to the students. The teacher also helped some students to pronounce the words correctly.’  
(Appendix D / Field notes3, February 17<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability and communicate well with their friends in front of the class. The learner could participate actively in the learning process. The following interview could show it.

- R : “*Apakah Adik bisa aktif berkomunikasi dikelas?*”  
(Could you communicate actively in the class?)
- S : “*Ya mbak, tentu saja.*”  
(Yes, I could)  
(Appendix E / Interview 3, February 17<sup>th</sup>, 2010)

The students could communicate with their friends and practice their speaking ability. By doing the presentation the student could be active in the class. It could be seen in the field notes.

‘The students could communicate with their friends in front of the class by presenting their description. The students practiced speaking individually.

(Appendix D / Field notes<sup>3</sup>, February 17<sup>th</sup>, 2010)

**Table 331. Conclusion of the Evaluation of Task 15 (Try Out 1 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Building creativity</li> <li>2. Improving the understanding of the materials</li> <li>3. Communicating actively</li> <li>4. Practicing speaking ability</li> </ol>	Effective	—
<b>Input</b> <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Video</li> <li>3. Words for helping the students constructing the sentences</li> </ol>	Effective	—
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Choosing one of their favourite animal</li> <li>2. Presenting the students; description</li> <li>3. Performing in front of the class individually</li> </ol>	Effective	—
<b>Setting</b> <ol style="list-style-type: none"> <li>1. Working individually</li> </ol>	Effective	—
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Feedback givenk</li> </ol>	Effective	—
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Speaking actively</li> <li>2. Communicating actively with friends and teacher when they are presenting</li> </ol>	Effective	—

From the table above, we could conclude whether Task fifteen was effective or not since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to Task 15.

#### xvi. Task 16

The result of the evaluation questionnaires of Task 16 could be seen in this following table.

**Table 34. Descriptive Statistics of the Effectiveness of Task 1 (Try Out 1 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 14 helps to practice speaking ability	22	8	2	4	0	4.33
2.	Task 14 improves the creativity in delivering the monologue in form of descriptive text	18	11	7	1	0	4.27
3.	The instruction as the input is clear	15	14	6	1	0	4.19
4.	The clues as the input is clear	20	11	4	1	0	4.38
5.	The activity of delivering the monologue in form of descriptive text is interesting	15	10	6	4	1	3.94
5.	The activity of finding special characteristics of a certain animal is interesting	18	10	5	3	0	4.19
6.	Creating the monologue in form of descriptive text and presenting it individually are effective	18	8	8	2	0	4.16
7.	The teacher gives feedback to the students' description	22	10	3	1	0	4.47
8.	The Task could help to speak actively and improve	21	8	5	2	0	4.33

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
	the students' convivance						
9.	The Task could build interaction with friends and the teacher when they are presenting	23	6	5	2	0	4.38

The table shows that the average scores or the mean ranges from 3.94 to 4.47. It means that the Task was effective. It was also supported with the result of the interview and the field notes.

### **Goal**

Task 16 was designed as the homework Task. This task was to improve students' creativity in delivering monologue or information related to describing animal. Through this Task the students could practice their speaking ability while finishing their homework. The students hopefully could gather the information and deliver it to others. Based on the interview below, the goal was achievable.

- R : *“Apakah Task 16 dapat membantu adik belajar menyampaikan informasi tentang mendeskripsikan hewan dalam descriptive text?”*  
 (Did Task 16 help you deliver the information related to describing animal in descriptive text?)
- S : *“Ya dunk.”*  
 (Yes, it did)  
 (Appendix E / Interview 4, February 20<sup>th</sup>, 2010)

Based on the following field notes, the students could practice their speaking ability in delivering monologue or information.

‘The students delivered the information that they had got in front of the class. The students did it without any text.’  
(Appendix D / Field notes4, February 20<sup>th</sup>, 2010)

### **Input**

The input of this task was the teacher’s clues given about the information that they should find. The input could be used by the students in finishing the task. The input was effective since it could be used to do the task. The clues and the instruction were not really clear. It could be seen in the interview.

- R : “*Apakah petunjuk yang diberikan cukup jelas?*  
(Were the instructions clear?)  
S : “*krang jelas mbk, makanya perlu tanya lagi.*”  
(No, they were not, so that we needed to ask the teacher again.)  
(Appendix E / Interview 4, February 20<sup>th</sup>, 2010)

The situation could also be seen in the field notes.

‘Then the teacher asked some students to explain what they should do. The students still needed the teacher’s explanation.’  
(Appendix D / Field notes4, February 20<sup>th</sup>, 2010)

### **Activity**

The activity in the last Task was delivering information (descriptive text) in the form of the monologue. Besides, the students should gathering the information by interviewing their

friend, their neighbour or look at the pet directly. Fortunately, the activities of finding animal descriptions from their friend or their neighbor ran well and all of the students could deliver their description although in different sentences and expressions. The following interview could show that the activity ran well. The activity was not hard to be done.

- R : “*Apakah mencari informasi dari teman sulit dilakukan?*”  
(Did find the information from your friends hard to be done?)
- S : “*Tidak, karena kita sering ketemu*”  
(No, it did not. We often met)  
(Appendix E / Interview 4, February 20<sup>th</sup>, 2010)

Based on the field notes, all the students could do the activity well. The students could interview two of their friends and made a report.

‘The teacher asked the students to submit the report. All the students submitted it. Then, the teacher asked the students one by one to deliver the report in front of the class. All the students could do it well.’  
(Appendix D / Field notes4, February 20<sup>th</sup>, 2010)

### **Setting**

The task was done individually. Doing this Task individually was suitable for gathering information from their friends. The setting was effective since they could finish it well and practice their speaking ability. The following interview could show it.

- R : *“Apakah mencari informasi dan menyampaikan secara individu terlanjur sulit dilakukan?”*  
(Was finding the information and delivering it individually hard to be done?)
- S : *“Tidak karena yang ditanya cuma tetangga dan teman disekitar rumah, jadi tidak begitu sulit.”*  
(No, they are not. We just asked our neighbour or friend2 persons)  
(Appendix E / Interview 6, February 20<sup>th</sup>, 2010)

It also could be seen in the following field notes.

‘The teacher asked the students to submit the report. All the students submitted it. The students delivered the report individually.’  
(Appendix D / Field notes 6, February 20<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher gave feedback to the students’ work. The teacher also explained of how to do the Task. The teacher corrected their pronunciation and also gave explanation how to arrange a sentence. The following interview could show it.

- R : *“Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”*  
(Did the teacher give explanation, examples, or comments?)
- S : *“Ya, beliau memberi komentar membenarkan pengucapan dan memberikan penjelasan penyusunan kalimat yang benar.”*  
(Yes, he did. He commented our pronunciation and gave explanation how to construct a sentence)  
(Appendix E / Interview 6, February 20<sup>th</sup>, 2010)

The other data were taken from the field notes.



‘The teacher then gave feedback and comment on the students’ work after they delivered their work. The teacher also corrected the students’ pronunciation and their hands’ writing. (Appendix D / Field notes 6, February 20<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students got the chance to practice their speaking ability. The students could be communicating actively. The students got the chance to improve their ability. It could be seen from the following interview

- R : “*Apakah adik bisa berlatih berbicara dan berkomunikasi saat mengerjakan Task 16?*”  
(Could you practice to speak and communicate when you did Task 16?)
- S : “*Iya miss. Soalnya tanya-tanya ke tetangga atau teman kan melatih berbicara.*”  
(Yes, I did. Since interviewing neighbor or friend mean to practise our speaking ability)  
(Appendix E / Interview 6, February 20<sup>th</sup>, 2010)

The data from the interview was supported by the field notes. Based on the field notes, the students could practice their speaking ability. The students could also build interaction with the teacher and their friends.

‘The students practiced their speaking by delivering the information in form of descriptive text. The teacher and some students were also active to ask questions to the students who delivered their description.’  
(Appendix D / Field notes 6, February 20<sup>th</sup>, 2010)

Based on the data above, the task is effective. It could be seen in this following table.

**Table 35. Conclusion of the Evaluation of Task 16 (Try Out 1 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Practicing to interview and gathering information 2. Practicing to present an information in form of descriptive text	Effective	–
Input 1. Clues to find information 2. Instruction	Effective	–
Activity 1. Interviewing friends 2. Delivering an information (monologue)	Effective	–
Setting 1. Working individually	Effective	–
Teacher role 1. Giving feedback 2. Checking the students' work	Effective	–
Learner role 1. Communicating actively with friends. 2. Giving opinion to their friends' work 3. Responding others friends' works	Effective	–

From the table above, we could conclude that Task fourteen was effective since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to Task 14.

### a) Conclusion

Based on the result of the first implementation of tray out 1 Unit 1 there wassome tasks that are less effective. Some of the tasks that were less effective are seen from the components of the task. They are goal, input, activity, setting, teacher role and also learner role. The evaluation was done on each component based on the data. However, there would not be any evaluation for the tasks that had been effective. The evaluation could be seen in the following table and the result of the evaluation could be seen in the Appendix C/ final draft of unit 1.

**Table 36. Conclusion of the Evaluation of Try Out 1 of Unit 1**

<b>Name of Task</b>	<b>Components Need to be evaluated</b>	<b>Evaluation</b>
Task 1	Input	The voice of the video in the Task 1 should be clearer and louder.
Task 2	Input	In the video of the Task 2, the pictures should be clearer and the voice should be louder.
Task 3	Input	It would be better if the video as the input was made clearer and louder.
Task 4	Input	The input in the Task 4 should be revised to be more clearer and louder.
Task 5	Input	The video as the input should be revised by making the pictures clearer and the voice

(Continued)

(Continued)

Name of Task	Analysis	Evaluation
		louder.
Task 6	Input	The voice of the video should be made clearer and louder
Task 7	Input	The voice had to be clearer and louder in making the video easily to be understood.
Task 8	—	—
Task 9	—	—
Task 10	—	—
Task 11	—	—
Task 12	—	—
Task 13	—	—
Task 14	—	—
Task 15	—	—
Task 16	—	—

From the table above, we could conclude whether Unit one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. Here, the video should be clearer and louder according to the students and teacher suggestion.

## 2) Try out 2 of Unit 1

### a) The description of the try out

The second try out of unit 1 was held in the end of February. The tasks that were implemented in this try out are the result of the evaluation from the tasks of Unit 1 in try out 1. The second tryout of unit 1 was conducted in three meetings. The class was held in class A VII of SMPN 5 Depok Sleman Yogyakarta based on the schedule. In this tryout, the students and the teacher participated well. The teacher delivered all the tasks based on the instructions by using the video. The first meeting was held on February 22<sup>nd</sup>, 2010 at (10.35 to 11.15 and 11.30 to 12.10 a.m.). Then the next meetings were on February 25<sup>th</sup> (09.55 to 11.15 a.m.) and March 1<sup>st</sup>, 2010 (10.35 to 11.15 and 11.30 to 12.10 a.m.). All of the tasks in Unit 1 could be implemented in three meetings.

### b) The Evaluation

#### i. Task 1

The result of the evaluation questionnaire could be seen in the following table.

**Table 37. Descriptive Statisticss of the Effectiveness of Task 1 (Try Out 2 of Unit 1**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 1 could help students to recall their vocabulary.	20	12	2	2	0	4.39
2.	Task 1 could add new vocabularies.	22	12	4	0	0	4.72

(Continued)

(Continued)

No	Statement	Score					Mean
		5	4	3	2	1	
3.	The words as the input are clear.	18	14	2	2	0	4.33
4.	The words as the input are easy to be memorized.	17	16	2	1	0	4.36
5.	The activity is interesting.	20	12	4	0	0	4.44
6.	Doing the activity in a whole class is effective.	18	15	2	1	0	4.39
7.	The teacher gives a good example of how to mention colors, they like and dislike.	22	14	0	0	0	4.61
8.	The teacher gives feedback and comment	18	8	6	4	0	4.11
9.	Task 1 helps students to be active in the teaching and learning process.	22	10	3	1	0	4.47

The table shows that the students agreed on the task and the task was effective. The average score of the questioner ranges from 4.11 to 4.72. The average score is acceptable. The minimum acceptance of average score is 3.00. The other data to show the students' agreement were taken from the interview and field notes of every component.

### **Goal**

Task 1 was aimed at making the students pronounce the English words correctly. Through this task, they were expected to be able to have a correct pronunciation. Besides, it was to recall the students' memory of the vocabulary that they had learned before as well as to introduce the new vocabulary. The task was

effective since the goal was achievable. It could be seen in the following interview.

- R : *“Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan tepat?”*  
 (Could you mention and pronounce the words correctly?)  
 S : *“Ya, tadi Pak Guru jugasudah bilang tepat.”*  
 (Yes, we could. The teacher said that we did it well)

(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Besides the interview, the researcher also used the field notes as the data. The following field notes also shows that the goal was achievable.

‘The students mentioned and pronounced the words they liked and did not like after watching the video. The words were mentioned, the names of the parts of the students’ face. After the teacher believed that they had pronounced well the teacher always said “ok, good” or “well done.”

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

The input of this task were some English words related to the topic that they would study, describing animals. It could be watched in the video. The words presented were also completed with the pictures. It was to make the students easy to memorize the words and enjoyed the task. Based on the interview, the input of the task was effective.

- R : *“Apakah kata-katanya jelas dan mudah dimengerti?”*  
 (Were the words clear and easy to be understood?)  
 S : *“Iya mbak.”*  
 (Yes, they were)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were taken from the field notes. The field notes were based on the observation during the try out.

‘The students pronounced all the words well. They could mention at least 5 words presented by watching the video that was played by the teacher twice.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

The activities in this task were watching the video and listening to the teacher, repeating the difficult words after the teacher and also mentioning the colours they liked and did not like. The students repeated after him together. Then they had to mention some colours they liked and did not like. The activity was effective to deliver the lesson. The interview shows it.

- R : “*Apakah Adik dan teman-teman adik dapat mengikuti kegiatan Task 1 dengan baik?*”  
(Could you and your friends follow the activity well?)  
S : “*Iya tadi berjalan lancar.*”  
(Yes, we could. It ran well)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Besides, in the field notes it is stated the activity also ran well.

‘The students watched the video, repeated some difficult words after the teacher and then mentioned some colours they liked and did not like. All the students tried to do the task well by looking at the video.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

The setting of this task was the whole class and in pairs. The teacher played the video twice and acted as the model in



pronouncing some of the words and the students repeated after him. Then the students mentioned some colours they liked and did not like. The setting in finishing the task was effective.

- R : *“Apakah ada kesulitan melafalkan kata-katanya secara bersamaan dan mengerjakan tasknya dengan teman sebangku?”*  
 (Did you get any difficulty to pronounce the words in the whole class and finish the task in pairs?)
- S : *“Tidak mbak.”*  
 (No, I did not)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The field notes that were taken during the second try out also showed that the setting was effective. All the students repeated the words after watching the video and did the task well by the teacher's guide.

‘The class work ran well. The teacher played the the video to give the example of how to pronounce the words, and then all the students repeated them. Moreover, the students mentioned some colours they liked and did not like in pairs.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher role**

In this task the teacher had an important role as the model to give the example and played the video twice. The teacher also checked the students' mistakes in pronouncing the words. The following interview shows that the teacher did his role well.

- R : *“Apakah Pak Guru memberi contoh melafalkan kata dengan baik dan memberikan petunjuk dengan baik?”*  
 (Did your teacher give the example of how to pronounce the words well and also gave a good guide?)
- S : *“Iya mbak, jelas.”*  
 (Yes, he did)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The following field notes also show that the teacher did his role well.

‘The teacher played the video twice and pronounced some of the words clearly and repeated some words until the students pronounced the words well.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, all the students could participate actively in the class. The students mentioned some colours they liked and did not like. Moreover, the students did not only keep silent but also could practice their pronunciation. The following interview shows it.

- R : “*Apakah tadi Adik bisa ikut aktif dalam mengerjakan Task 1?*”  
(Could you be active in doing Task 1?)  
S : “*Yabisa.*”  
(Yes, I could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were taken in the field notes. The field notes also showed that students were active in the class.

‘All the students pronounced the words and some of them mentioned the colour they liked and did not like. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the hand out.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis of the components above, the task was effective. There was no evaluation for this task.

**Table 38. Conclusion of the Evaluation of Task 1 (Try Out 2 of Unit 1)**

Component	Analysis	Evaluation
Goal 1. Pronouncing the words correctly 2. Getting new vocabulary	effective	–
Input 1. New vocabulary by watching the video 2. Pictures in the video (as the meaning) 3. Instruction and the example	effective	
Activity 1. Pronouncing the words 2. Listening to the teacher (as model) 3. Repeating after the teacher 4. Mentioning some colours they like and do not like	effective	–
Setting 1. Whole work class 2. In pairs	effective	-
Teacher role 1. Example (as model) and instruction given 2. Feedback given	effective	-
Learner role 1. Repeating after the teacher 2. Participating actively by mentioning some colour they like and do not like	effective	-

From the table above, we could conclude whether Task One was effective since the result of the questionnaires was more than 3.00 and there was no suggestion given by the teacher or the students related to Task 1.

## ii. Task 2

The result of the evaluation questionnaire could be seen in the following table. The questionnaire covered the 6 components of the task.

**Table 39. Descriptive Statistics of the Effectiveness of Task 2 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 2 can increase students' visuality/imagination (using pictures)	16	10	7	2	1	4.03
2.	Task 2 can build interest	16	11	8	1	0	4.17
3.	The video as the input is clear	22	11	2	1	0	4.50
4.	The instruction as the input is easy to be understood	22	10	2	2	0	4.44
5.	The activity is interesting	16	14	3	3	0	4.19
6.	Delivering the answers individually is effective	20	10	4	2	0	4.33
7.	Discussing the question in pairs is effective	18	11	3	2	2	4.14
8.	The teacher explains the material clearly	15	18	2	1	0	4.31
9.	The teacher gives feedback to the students' answers	18	10	4	4	0	4.17
10.	Students can do the task actively in the class	20	11	3	2	0	4.36

The table shows that the average score ranges from 4.03 to 4.50. The average score shows that the students gave good responses and agreed on the task. It can be concluded that the task was effective. The other sources of the data were to know that the task was effective or are seen in the field notes and interview.

### **Goal**

Task 2 was placed as the warming up task. The aim was to get the students' interest in studying. The goal of the task was also to recall the students' knowledge to answer the questions which were related to the descriptive text presented. From this task the students could deliver their answer based on their knowledge. Because of it, they were very interested in delivering the answer and practicing the students' micro skill, pronunciation. Since the goal was achieved, the task was effective. It could be seen in the following interview.

- R : *“Apakah adik merasa tertarik menjawab semua pertanyaan Task 2 berdasarkan video?”*  
(Did you feel interested in answering the question in Task 2 based on the video?)
- S : *“Ya, karena dengan menonton video merupakan hal baru bagi kita, jadi sangat menarik.”*  
( Yes, I did. Because, doing the task based on the video was something new for us, so we were really excited.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The following field notes also show that the goal was achieved.

‘The students who were asked to answer the question did it well. All of the students gave explanation to their answer by giving the example.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

The inputs of the task were video and instruction related to the topic that they would learn, describing animals. The task

was made to recall the students' knowledge. From the following interview the input could be used effectively.

- R : "*Apakah video dan instruksinya jelas?*"  
(Were the video and the instruction clear?)  
S : "*Iya jelas.*"  
(Yes, they were).  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were gotten from the field notes. The field notes were written during the try out.

'There were no students that were confused about the video and the instruction. When the teacher discussed the task with the students, they could finish the task and gave the example. The students also asked the teacher if they had any difficulties related to the input.'  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

However, there was no clear instruction about it. There was a suggestion from the teacher that the instruction should have been made clearer. It could be seen in the teacher's statement.

"The instruction should be clear. I mean when they had to do the task in pairs and individually. For example this task you could discuss the answers in pairs; however, you had to make the example individually."  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

The activities for Task 2 were watching the video and finding the meaning of every word by matching the available answers. The students had to do the task in pairs and then give the example of the animals or making a sentence based on the word related to the animals individually. Before the students gave the

example individually, they got the time to discuss the example with their friends. The activity ran well. All the students used the time to discuss and deliver the answer individually. The following interview shows that the activity was well done.

- R : *“Apakah adik bisa berdiskusi dengan baik tadi?*  
(Could you join the discussion well?)  
S : *“Iya mbak.”*  
(Yes, I could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were taken from the field notes. The field notes show that the activity ran well.

‘After all the students finished discussing the answers, the teacher asked them to deliver the answers individually. All the students who were asked to answer could do it well.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

The setting of the task was discussion with friends. In this case the students discussed the questions with their table mate. Discussing the questions made the students get the answers easily. Then, delivering the answers individually could make them active and improve their micro skill. The following interview could show it.

- R : *“Apakah ada kesulitan menemukan jawaban berdasarkan video dengan berdiskusi dengan teman dan memberikan contoh secara individi?”*  
(Did you get any difficulty to find the answers based on the video by discussing it with your friends and delivering the the example individually?)  
S : *“Oh, tidak. Malah mudah.”*  
(No, I did not. It was easy.)

(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the field notes.

‘The students gave the example of the task individually. They practiced speaking by themselves. The students could do it well.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher gave feedback to the students’ work and also explained the task. The teacher always gave feedback after the students delivered the answers. It could be seen in the following interview.

R : *“Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”*

(Did the teacher give comments or suggestion after you delivered the answer?)

S : *“Iya mbak.”*

(Yes, he did)

(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the field notes reporting that the teacher always gave feedback, comments or suggestion.

‘After a student delivered the answer, the teacher gave a feedback. The teacher gave comments or revised the student’s mistake.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could be active in the class. They could communicate actively with their friends and teacher. They could also practice their micro skill. The following interview shows it.

R : *“Apakah Adik bisa aktif berkomunikasi dengan guru dan teman?”*



(Could you communicate actively with your teacher and friends?)  
 S : “*Ya, tentu saja.*”  
 (Yes, I could)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were taken from the field notes. From the field notes the learner could participate well in the learning process.

‘The students pronounced and delivered their answers individually. It could help them to practice their micro skill. The students also gave comment to their friends’ answer.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis above some components of this task were effective. However, there was a suggestion related to the input.

**Table 40. Conclusion of the Evaluation of Task 2(Try Out 2 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Increasing the students’ visually and imagination 2. Recalling students’ knowledge 3. Building students’ interesting	effective	—
Input 1. Video 2. Vocabulary on task 3. Instruction	Ineffective (less effective)	The instruction should be clear. It relates to when the students do the Task in pairs and individually.
Activity 1. Discussing questions 2. Answering questions 3. Giving an example	Effective	—

**(Continued)**

(Continued)

Component	Analysis	Evaluation
Setting 1. Discussing with 2. friends 3. Delivering an example individually	Effective	—
Teacher role 1. Explaining the example, playing the video 2. Feedback given	effective	-
Learner role 1. Participating actively 2. Watching the video actively	Effective	-

From the table above, we could conclude whether Task 2 was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in the forms of video, instruction and new vocabulary. Here, the instruction should be clear. It was related to when the students do the task in pairs and individually.

### iii. Task 3

The result of the evaluation questionnaire to know whether the students agreed on the task could be seen in the following table.

**Table 41. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task 3 could be the example of how to pronounce a certain word.	16	16	4	0	0	4.33
2.	The Task 3 could help to pronounce a word correctly based on the word in the video.	13	16	6	1	0	4.14
3.	The video as the input is clear.	17	15	4	0	0	4.36
4.	The video as the input is interesting.	21	10	3	1	1	4.36
5.	The questions as the input are easy to be understood	20	11	4	1	0	4.39
6.	The activity is interesting	13	15	4	4	0	4.03
7.	Delivering the answer individually is effective.	19	11	5	1	0	4.33
8.	Watching the video and pronouncing the words. (Then spell every the word based on the video).	18	12	3	3	0	4.25
9.	The teacher gets feedback to the students' work.	16	14	4	2	0	4.22
10.	The student could communicate and do the task actively.	16	16	4	0	0	4.33

The table shows that the average range is from 4.14 to 4.39.

It could be concluded that the task was effective because it was higher than 3.00 as the minimum of acceptance average range. The data are supported by the interview and field notes.

### **Goal**

Task 3 is as a model or as example of how to learn phonetic symbols and pronounce a certain word correctly. The form of this task was a word completed with phonetic symbols. Through this task, the students are expected to know the phonetic symbols and understand how to read it. Besides, the task aims at giving vocabulary to the students what they are going to learn and giving examples so they could understand the material easily and practice their micro skill. The task is effective for the students because the goal is achieved. It could be seen in the following interview.

- R : *“Apakah Task 3 menjadi contoh bagaimana membaca kata-kata dalam bahasa inggris dengan benar dan meningkatkan kemampuan adek dalam bahasa Inggris?”*  
 (Could Task 3 be the model or example of how to pronounce a certain word correctly and increase your ability in English?)
- S : *“Iya miss.”*  
 (Yes, it could.)(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data could be seen in the following field notes

‘The teacher asked the students to pronounce every word in task. Almost of the students could do it correctly. Then, they gave the example.’  
 (Appendix D / Field notes 4, February 27<sup>th</sup>, 2010)

### **Input**

The inputs of this task were a video, instruction, and phonetic symbols. The video, instruction, and the phonetic symbols are related to one another. The students could

pronounce correctly from the video. The video was used to add the students' interest and to show how to pronounce a certain word.

Based on the interview the input was clear and effective.

- R : "*Apakah video dan instruksi jelas?*"  
(Were the video and the instruction clear?)  
S : "*Ya sudah jelas.*"  
(Yes, they were.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The field notes also show that the input could be used effectively.

'The students used the information in the video to read the phonetic symbols correctly. The students could find the examples of how to pronounce a certain word in the video. The instruction was also clear because the students knew directly what the task was about.'  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

There were two activities in this task. The first is the students should watch the video carefully. The second one was pronouncing every word correctly. The third, the students had to give an example of every word. It could help the students to practice their micro skill. All of the activities could run well. It could be seen in the following interview.

- R : "*Apakah kegiatan menonton video, melafalkan kata, dan membuat contoh membuat bosan?*"  
(Did the activities of watching the video, pronouncing every word, and giving examples make you bored?)  
S : "*Tidak, justru lebih bervariasi.*"

(No, they did not. They were more various)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

From the field notes it is also showed that the activities ran well. All the students did the task well.

‘The students who were asked to pronounce a word individually did it well. After that the students gave an example in every word.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

In relation to the setting, pronouncing every word and giving an example in every word individually was not hard to be done. The way to pronounce every word could be gotten in the video. In making an example in every word, the students sometimes discussed it in pairs. The setting was effective since they could finish and did the task well. The following interview could show it.

- R : “*Apakah melafalkan setiap kata dan membuat contoh-contohnya secara individu terlalu sulit?*”  
(Werepronouncing every word and making an example individually difficult for you?)
- S : “*Tidak, karena kita dapat melihat video dan bias berdiskusi dengan teman sebangku.*”  
(No, they were not. The way how to pronounce every word was available in the video and we could discuss the examples with our partner.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data could be seen in the field notes.

‘The students pronounced every word and made an example in every word individually. Then, some of them also discussed the example with their partner. After that the teacher gave comment or feedback one by one.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher Role**

The students admitted that the teacher did his role well. The teacher played the video twice. Moreover, the teacher always gave feedback to the students’ pronunciation and their examples and also discussed them. The teacher also corrected the students’ pronunciation when they pronounced every word. The following interview could show it.

- R : “*Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 3?*”  
(Did the teacher give comment or evaluation when you did Task 3?)
- S : “*Iya. Beliau memberi koment dan membetulkan pengucapan kami.*”  
(Yes, he did. He gave a comment and evaluation to our pronunciation.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

In the field notes, it was shown the teacher could do his role well.

‘The teacher then gave feedback to the students’ pronunciation and examples. The teacher never forgot to revise the students’ pronunciation one by one.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could communicate with teacher and friends actively. The learner also got chance to practice their micro skill. It could be seen in the following interview.

- R : “*Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?*”  
(Could you communicate actively with friends and teacher?)
- S : “*Iya, tadi saya jadi aktif.*”  
(Yes, I could be active.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation was also showed in the field notes. The students communicated well with their friends when they gave opinions about the examples to each other. It could be seen in the following field notes.

‘There was a student who gave comment and opinion to her friend’s pronunciation and examples. The students could also practice their micro skill, speaking skill and build their confidence’.  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this task and they could finish the task well.

**Table 42. Conclusion of the Evaluation of Task 3 (Try Out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Revision</b>
Goal 1. As the example or input for the next task 2. As an	Effective	—

(Continued)



(Continued)

Component	Analysis	Evaluatio
improving of micro skill, the pronunciation and spelling		
Input 1. Video 2. Instruction 3. Worksheet	Effective	
Activity 1. Watch the video 2. Pronounce the words 3. Spell every the word based on the video 4. Make an example	Effective	-
Setting 1. Individually 2. In pairs	Effective	-
Teacher role 1. Feedback given 2. Example and example given	Effective	—
Learner role 1. Practice their micro skills, pronunciation, spelling 2. Have interaction with friends and teacher	Effective	—

From the table above, we could conclude whether Task Three was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. There were no suggestion or revision for all the components. Here, the teacher and the students agreed to the task so that there was no suggestion to the Task.

#### iv. Task 4

The result of the evaluation questionnaire could be seen in this following table.

**Table 43. Descriptive Statistics of the Effectiveness of Task 4 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 4 could help the students to start knowing animal's description.	18	12	5	1	0	4.31
2.	The video as the input is clear	17	12	5	1	0	4.17
3.	The video as the input are easy to be understood	15	12	7	2	0	4.11
4.	The activity is interesting	11	16	8	1	0	4.03
5.	Answering the questions based on the video individually is effective	20	9	5	2	0	4.31
6.	Answering the questions in pairs is effective	18	12	4	2	0	4.28
7.	The teacher explains the material clearly.	20	10	4	2	0	4.33
8.	The teacher gives feedback to the students' work.	18	14	3	1	0	4.36
9.	The task could help to practice the students' visuality and listening ability.	16	14	2	4	0	4.44
10.	The task could help students to participate actively in the learning process	15	18	2	1	0	4.31

The table shows that the average score or mean of the respondents' agreement toward the questioner range from 4.03 to 4.44. As matter of fact, the minimum acceptance of the average score or mean is 3.00 and the maximum is 5.00. Therefore, it can be concluded that the students agreed on the task and the task was effective. This is also supported by the result of the interview and questionnaire.

### **Goal**

The goal of this task was to check students' vocabulary mastery related to descriptive text in describing animals. Tasks 4 is watching the video carefully and answering the following questions based on the video. Through this Task the students could increase their vocabulary related to descriptive text in describing certain animal that are needed. The task was in the form of some questions that had to answer based on the video that was given by the teacher. The students should work in pairs. Through this task the students could try to practice their micro skill. The following dialogue could show it.

- R : *“Apakah Task 4 dapat menambah kosakata adik dan pemahaman adik tentang cara mendeskripsikan binatang?”*  
 (Could Task 4 increase your vocabulary and your comprehension related to descrining animals?)
- S : *“Setelah mengerjakan Tasknya, jadi menambah kosakata saya dan jadi lebih tahu cara mendeskripsikan binatang.”*

(After doing that Task, I know much vocabulary and understand how to describe a certain animal.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The following field notes also showed that the goal was achievable.

‘The teacher always asked the students to watch the video carefully. The students could explain it well and correctly. Before the students started to answer the questions the teacher gave the example to the students how to answer the question by watching the video. The teacher always also asked them how to pronounce each word correctly and give the explanation how to do the Task. Almost all the students gave correct answers and they enjoyed the Task.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

The inputs of this task were video, instruction and also the questions. In relations to the input, the input in this Task is a video that was showing certain animal, and the students have to mention the color and the names’ of the animals. The questions were based on the words related to describe an animal. Based on the interview the input was effective. It could be seen in the following interview.

- R : *“Apakah vidio, instruksi, dan pertanyaan yang di sediakan jelas?”*  
(Were the video, instruction, and the questions clear?)
- S : *“Ya mbak jelas dan berhubungan dengan mendeskripsikan binatang.”*  
(Yes, they were clear and related to describing animals)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the field notes the students could do all the video, instruction and questions that were available.

‘The students were watching the video to finish the Task. After all the students finished answering the questions, the teacher asked them whether the video was clear or not. Almost of the students said that it was clear and the question very clear. ‘  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

The activities in this task werewatching the video carefully, answering the following questions based on the video and finding the name and the color of the animals are. In relation to the activity, answering the questions based on the video could be used to check the students’ understanding. The students did the activity well. Through this activity they could know certain noun or adjective to describe animals. Another activity in this Task is try to spell the answers related to an adjective and a noun to describe certain animal. So, after completing and answering it, they must able to describe a certain animal. The activities in the taskare suitable as the guidance Task and for doing the next Tasks. The following interview showed that the activity ran well. The activities were effective to improve the students’ micro skill and comprehend the students’ understanding related to describing animal. The following interview could show it.

- R : “*Apakah kegiatan pada Task 4 menarik?*”  
(Was the activity in Task 4 interesting?)  
S : “*Ya, menarik.*”  
(Yes, it was)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The field notes also showed that the activity ran well and the students were interested.

‘The students could finish completing all the questions. The students started to complete the task by watching the video carefully. Then they answered all the questions individually. The students asked the teacher if there was any difficulties. Here, the teacher gave explanation clearly. They were really enjoy doing the Task.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

The setting of this Task was individual. In relation to the setting, working individually in completing the questions is effective. They could try by themselves to answer the questions based on the video. Then, the students discussed the task together. The setting was effective for this Task. They did not spend much time to answer all the questions. The setting was effective since they could work well. From the following interview it could be seen.

- R : *“Apakah menjawab pertanyaan Task 4 secara individu terlalu sulit?”*  
(Is answering the questions based on the video individually difficult do?)
- S : *“Tidak, Justru bisa mencoba memberikan jawaban secara mandiri, jadi lebih mudah mengerti dan bisa lebih tambah banyak vocabnya”.*  
(Yes, it is. We could try to answer individually, so it would be easy to understand and increased our vocabulary more and more.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the field notes, the students took not more than 15 minutes to answer all the questions. Almost of the students could in

fill them correctly. The field notes showed that all the students finished the task well. The field notes were written during the teaching and learning process.

‘The students had to finish the Task individually. The students started to complete the task 4 based on the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. After that, the teacher and the students discussed the answers together. The teacher always asked the students to give reasons why they chose the answers.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher had a good role. The teacher gave an explanation about the task and monitored them when they answered all the questions based on the video. The teacher always gave feedback to the students’ work. It could be seen in the following interview.

- R : “*Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 4?*”  
(What did the teacher do when you did Task 4?)
- S : “*Beliau berkeliling melihat pekerjaan kami dan membantu.*”  
(He moved around to see our work and help us)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the field notes, the teacher helped the students when they did not understand. The teacher moved around the class.

‘The teacher moved around the class to see the students’ work. He helped the students who could not do it and gave explanation.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner had the chance to build interaction with the teacher. The learner could also practice their micro skill related to pronunciation and build confidence. It could be seen in the following interview.

- R : “*Apakah Adik bisa aktif berkomunikasi dengan teman dan guru?*”  
(Could you communicate actively with the teacher and friends?)
- S : “*Ya mbak.*”  
(Yes, I could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

It could also be seen in the field notes. The students build interaction with the teacher and friends.

‘The teacher always asked the students to give reasons why they chose the answers. The teachers built a discussion.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis above, the task was effective. The tasks could be done well. Because of it, there was no revision.

**Table 44. Conclusion of the Evaluation of Task 4 (Try Out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Checking student’s understanding about their vocabulary related to describing animals 2. Practicing their micro skill actively	effective	—
Input 1 Video 2 Instruction	effective	—

**(Continued)**



(Continued)

Component	Analysis	Evaluation
3 Questions		
Activity 1. Watching the video carefully 2. Answering the following questions based on the video 3. Finding what the name and the color of those animals are.	effective	—
Setting 1. Individually	effective	—
Teacher Role 1. Monitoring the students by playing the video 2. Feedback given	effective	—
Learner role 1. Checking the understanding 2. Practicing micro skill	effective	—

From the table above, we could conclude whether Taskfour was effective since the result of the questionnaires was more than 3.00 and there was no suggestion from the teacher or the students.

#### v. Task 5

The result of the evaluation questionnaire to find out the students' responses could be seen in this following table.

**Table 45. Descriptive Statistics of the Effectiveness of Task 5(Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 5 helps to practice spelling and checking students' vocabulary.	16	12	4	2	2	4.06
2.	Task 5 improves the creativity in creating the words related to animal's description.	16	15	4	1	0	4.28
3.	The video as the input is clear	12	16	5	3	0	4.03
4.	The activity is interesting	21	11	2	2	0	4.42
5.	The activity runs well	22	10	2	2	0	4.44
6.	Creating the words related to animal's description in pairs is effective	18	12	4	2	0	4.28
7.	Spelling the words is effective	23	11	1	1	0	4.56
8.	The teacher gives feedback to the students' work	20	11	4	1	0	4.39
9.	The Task could build interaction with friends and the teacher	20	11	2	2	1	4.31
10.	The Task could build interaction between friends and the teacher	22	9	5	0	0	4.47

The table shows that the average score of the students' agreements toward the questioner range from 4.03 to 4.56. It can be concluded that the task was effective. It is because the minimum acceptance of the average range is 3.00. The others data to know the condition is taken from the result of the interview and the field notes.

### **Goal**

Task 5 was about watching the video and finding the names of the animals by using the capital letter given. The goal of this Task was to make the students creative in using capital letters. Through this Task, the students were expected to improve their creativity. The aim of this task was also to make the students creative in creating words related to the animals. The following interview could show that the goal was achievable.

- R : “*Apakah Task 5 membantu Adik meningkatkan keterampilan mikro skills (spelling and pronunciation)?*”  
(Could Task 5 improve your micro skill (pronunciation and speaking skills)?)
- S : “*Iya mbak.*”  
(Yes, it could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The following field notes also showed that the goal was achievable.

“The students got a chance to mention many animals based on the alphabet/the capital letter by watching the video. The students could mention others animals related to the capital letters.”  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

The input of this task is a short video. As the input, the video provided for mentioning the animals related to the capital letters. Using the input, the students could finish the task well. The

input could be used effectively. From the following interview we could see that the input was effective.

- R : “*Apakah gambar dan pejelasananya mudah dimengerti?*”  
(Were the picture and the explanation clear?)
- S : “*Ya jelas. Penjelasan membuat situasinya di gambar lebih jelas.*”  
(Yes, they were. The explanation made the situation in the picture clearer)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the field notes the situation could be seen as follows.

‘When the students started to do Task 5, many students asked the teacher what the video was about. Then, the teacher told what the video about to the students. After that, the teacher asked the students about the Task related to the instruction. The students answered it correctly but in different sentences. Then, the teacher asked them to do the Task while they were watching the video.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

The activity in this task was watching the video and finding the names of the animals by using the capital below letters. In relation to the activity in the Task 5, mentioning certain animal based on the video and the capital letters build the students’ creativity and imagination. Mentioning certain animal based on the video and the capital letter were effective to practice the students’ knowledge about the materials that have they learned. Then, the students mentioned the animals based on their answer one by one. The students mentioned the word in their desks. By doing this Task the students could practice micro skills, pronunciation and spelling

abilities. The activity was interesting enough because all the students did the Task happily. They seemed happy and enjoy because they could practice their pronunciation and spelling skills. The activity ran well and all the students who were asked to answer could do it well. It could be seen in the following interview.

- R : *“Apakah kegiatan di Task 5 tadi menyenangkan dan dapat diikuti dengan baik?”*  
 (Did the activity of Task 5 make you happy and run well?)  
 S : *“Iya menyenangkan karena bisa berlatih berbicara. Semua berjalan lancar juga.”*  
 (Yes, it did. I could practice my pronunciation and spelling skills).  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the following field notes the activity ran well and all students could do it well.

‘The students did the Task well. After the teacher was sure that all the students had finished and were ready to answer, he asked some students to mention their answer on their desk one by one. While the students mentioned the answers, the other students paid attention. All the students who were asked to mention their words did it well.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

In relation to the setting, the students did the Task individually. They could finish well and did the task smoothly. The task was not difficult to do individually. Doing the Task individually was effective for this task. The video needed at least twice to play. It could be seen in the following interview.

- R : *“Apakah mengerjakan Task 5 secara individu terlalu sulit?”*  
 (Was doing Task 5 individually difficult?)
- S : *“Tidak mbak, sesuai dengan contoh.”*  
 (No, it was not. It was based on the example)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

It could also be seen in the following field notes.

‘Every student finished the Tasks individually. They also did not spend much time to find the words related to the animals. The students could discuss and interact with their friends and their teacher in mentioning the words. ‘  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did his role well. The teacher gave feedback to the students’ work and correct their spelling and pronunciation. The teacher helped the students to do the Task if there was any difficulty.

- R : *“Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”*  
 (What did the teacher when you were finishing Task 5?)
- S : *“Beliau membantu mengecek pronunciation dan spelling kita dan juga memberi komentar.”*  
 (He helped to check pronunciation, spelling and gave comments.)  
 (Appendix E / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the field notes, the teacher did a good job there. The teacher not only played the video, coorrected them and gave a task but also gave feedback and helped the students.

‘The teacher moved around the class when they were working individually. The teacher gave feedback and

comments on the students' work. He always corrected their mistakes.'

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students had the chance to practice their micro skills, pronunciation and spelling. Through this task, the students could be active to do the Task. It could be seen in the following interview.

- R : *"Apakah tadi Adik bisa aktif berinteraksi dengan guru dan teman?"*  
(Could you interact with your teacher and friend actively?)
- S : *"Ya, karena tadi memberikan komentar jawaban teman yang lain dan berinteraksi dengan guru juga."*  
(Yes, I could. I gave comment for friends' works and also interacted with the teacher)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The students' participation could also be seen in the field notes.

'The students got the chance to mention the answer individually while watched the video carefully. The students built communication each other by correcting their friends' answers. Here, the students practiced their micro skills, pronunciation and spelling. The students did the Task well.'  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis of the components, Task 5 was effective. There was no evaluation to this task.

**Table 46. Conclusion of the Evaluation of Task 5 (Try Out 2 of Unit 1)**

Components	Analysis	Eevision
Goal 1. Building students' creativity 2. Practicing the speaking ability	effective	—
Input 1. Video 2. Instruction	effective	-
Activity 1. Watching the video carefully 2. Finding the animals based on the capital letters	effective	—
Setting 1. Working individually	effective	—
Teacher role 1. Feedback given 2. Checking the students' work	effective	—
Learner role 1. Communicating with their friends by correcting their works. 2. Practicing micro skill (pronunciation).	effective	—

From the table above, we could conclude whether Task five was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### **vi. Task 6**

The result of the evaluation questioner for Task 6 could be seen in this following table.



**Table 47. Descriptive Statistics of the Effectiveness of Task 6 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 6 improves the listening skill.	18	10	6	1	1	4.19
2.	Task 6 could improve the understanding about the descriptive text.	21	10	4	1	0	4.42
3.	The video as the input is clear.	16	15	2	2	1	4.19
4.	The video as the input is easy to be understood.	18	16	2	0	0	4.44
5.	The the instruction as the input is easy to be understood and clear.	22	12	2	0	0	4.56
6.	The activity is interesting	20	13	2	1	0	4.44
7.	The activity could be less boring	16	16	4	0	0	4.33
8.	Finishing the Task in pairs is effective	20	8	6	1	1	4.25
9.	The teacher could guide in working the Task	21	11	2	2	0	4.42
10.	The Task could help to build understanding and interaction with friend	22	12	1	1	0	4.53

The table shows that the average scores or the mean ranges from 4.19 to 4.56. The minimum acceptance of the average score is 3.00 and the maximum is 5.00. It can be concluded that the Task was effective based on the average score. This is also supported by the result of the interview and the field notes.

### **Goal**

This task was in the form of watching the video and discussed the physical appearance of an animal with the students'

partner, for example: It is big, It is long, It is small. The task was aimed making the students communicate and interact with their friends. Through this task, the students could also study happily and improve their understanding. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan permainan tadi Adik bisa berkomunikasi dan berinteraksi dengan teman?”*  
 (Could you communicate and interact with your friend through Tsk 6?)
- S : *“Iya, karena tadi berdiskusi dengan teman sebangku.”*  
 (Yes, I could. I discussed with my partner)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the following field notes, the students had a good interaction and communication with their friends.

‘The students asked and communicated to their friends to finish the Task. They did the Task while watching the video in the class.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

In the relation to the input, the Task had a clear instruction and video to do the Task. The instruction was written in details. Since the students could do the Task well, the instruction and the videowere effective. The following interview could show it.

- R : *“Apakah tadi instruksi dan vidionya jelas?”*  
 (Were the instruction and the video clear?)
- S : *“Iya mbak sudah jelas.”*  
 (Yes, they were)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data were taken from the field notes. The data showed that the students could understand the instruction.

‘Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They could do it well. After that they started to watch the video while they discussed the Task.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

In relation to the activity, doing Task 6 was effective to lessen the students’ boredom in learning. Through this task they could build an interaction with their friends. The activity ran well and all the students could finish it. After watching the video, the students had to report their discussion. The following interview could show it.

R : “*Apakah Task 6 menarik?*”  
(Was Task 6 interesting?)

S : “*Iya mbak.*”  
(Yes, it was)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data also showed that the students did the activity well.

‘All the students worked in pairs. All of them did not need to move around the class to finish the Task.’

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

The task was done in pairs. They did the Task with their tablemates. Doing the game in pairs was effective to finish the

Task. All of the students could finish the game well. In the following interview it could be seen.

- R : *“Apakah ada kesulitan menyelesaikan Task 6 dengan teman sebangku/berpasanganseperti tadi?”*  
 (Was there any difficulty to finish Task 6 in pairs?)  
 S : *“Tidak, justru lebih mudah karena bisa kerja sama.”*  
 (No, it was not. It was easier because we could cooperate each other)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the field notes. The students cooperated with one another to finish the Task.

‘There were two students in doing the Task. The students did their role well. All of the students finally could finish the Task and delivered the result.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to do Task 6. The teacher moved around the class and managed the time. The students also admitted that the teacher did the role well.

- S : *“Pak Guru memandu kami untuk menyelesaikan permainan dan membantu bila ada kesulitan.”*  
 (The teacher guided us to finish the Task and helped us when we got difficulties)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The data were also taken from the field notes.

‘The teacher moved around the class when the students did the Task. The teacher watched and guided them.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner role**

In this task the students had an important role. The students were the object who did the Task smoothly. They could communicate and interact with their friends. They could increase their vocabulary mastery. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam Task 6 tadi?*”  
(Could you be active in Task 6?)  
S : “*Ya mbak.*”  
(Yes, I could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the following field notes.

‘The learners watched the video while they were discussing with their partners game and the teacher just guided while he was playing the video. All the activities were done by the students. They could be communicating actively through the Task.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis of the components above, the task was effective. The students gave good responses to the task. The task could be finished well and the goal of the task could be achieved.

**Table 48. Conclusion of the Evaluation of Task 6 (Try Out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal	effective	—
1. Building vocabulary mastered		
2. Improving students’ understanding about the materials		
3. Describing an animal physical appearances		
4. Communicating actively		
Input	effective	

(Continued)

(Continued)

Components	Analysis	Evaluatio
1. Video 2. Instructions 3. Working sheet		
Activity 1. Watching the video 2. Describing an animal physical characteristics 3. Asking friends' responses.	Effective	–
Setting 1. Working in pairs	Effective	
Teacher role 1. Explanation given 2. Monitoring the students by playing video 3. Guiding the students	Effective	–
Learner role 1. Following the lesson actively in a class	Effective	–

From the table above, we could conclude whether Task six was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### **vii. Task 7**

The result of the evaluation questionnaire for Task 7 could be seen in this following table.

**Table 49. Descriptive Statistics of the Effectiveness of Task 7 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 7 improves vocabulary mastered.	18	12	4	1	1	4.25
2.	Task 7 could lessen the boredom in learning.	20	12	2	2	0	4.39
3.	The video and example as the input are easy to be understood.	18	14	2	1	1	4.31
4.	The instruction as the input is clear.	22	11	2	1	0	4.50
5.	The activity is interesting.	18	16	1	1	0	4.42
6.	Doing the Task in group of four is effective.	20	13	2	1	0	4.44
7.	The teacher could guide and give the example how to do the task.	21	11	2	1	1	4.39
8.	The Task could help to be active in the class.	20	12	2	2	0	4.39

The table shows that the average score or the mean of the respondents' agreement toward the questionnaire ranges from 4.25 to 4.50. The average score is higher than 3.00 than the minimum acceptance of average score or mean. It means that the Task was effective and the students agreed on the Task. The other data could be seen in the interview and field notes.

### **Goal**

The goal of this Task is to make the students communicate and interact with their friends. Task 7 is also in the form of grouping Task. The students could also improve their understanding related to describing animals by finding the animals' characteristics, for example: it is a funny red bird.

Through this task they could study happily and also could improve their vocabulary mastery. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan Task 7 tadi Adik bisa berkomunikasi dan berinteraksi dengan teman?”*  
 (Could you have a communication and interaction with your friends through Task 7?)
- S : *“Iya, karena tadi kita kerja berkelompok.”*  
 (Yes, I could. We worked in a group.)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

Based on the following field notes, the students had a good interaction and communication with their friends.

‘The students described their favorite animals based on the video randomly. One of them described in some sentences or one sentence as the representative of the group by choosing the words in the box given. The other also asked some questions to her. It was done until all the groups got the turn.’  
 (Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

In relation to the input, the task had a clear instruction and video to do Task 7. The instruction was written in details. The video was also clear. There was also an example to do the Task. Since the students could do the Task well, the instruction and the video were effective. The following interview could show it.

- R : *“Apakah tadi instruksi, video dan contohnya jelas?”*  
 (Were the instruction, video and the example clear?)
- S : *“Iya sudah jelas mbak.”*  
 (Yes, it was)  
 (Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)



The other source of the data was taken from the field notes. The data showed that the students could understand the video and instruction.

‘The teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They explained it well and did the Task well.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

In relation to the activities, the Task were doing the Task bymaking a group of four and also finding the characteristics of the animals by watching the video. The students could choose the characteristics in the box be given. The students alsopaid attention to the teacher explanation related to word order DesSASCOM → Description, Size, Age, Shape, Colour, Original, and Material, for example: it is a funny red bird. The Task was effective to lessen the students’ boredom in learning. Through this task they could interact with their friends. Some of them also asked questions. The activity of Task 7 ran well. The following interview could show it.

- R : “*Apakah aktivitasnya menarik?*”  
(Were the activities?)  
S : “*Iya menarik mbak karena ini hal baru bagi kita.*”  
(Yes, it was. Task 7 was something new for us.)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data also showed that the students did the activity well.

‘There was a student who described her/his favorite animal in the video. The other students were enthusiastic

to get the turn as the representative of their group to describe her/his favorite animal too. The Task ended after the all the group got the turn. '

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

The task was done in a group of four. Doing the game in a group of four was effective to finish the Task. They could share with their group member and could create many sentences to describe animals by finding animals' characteristics in the video. In the following interview it could be seen.

R : *"Apakah ada kesulitan menyelesaikan Task 7 tadi secara berkelompok?"*

(Was there any difficulty to finish Task 7 in a group of four?

S : *"Tidak, justru lebih mudah."*

(No, it was not. It was easier)

(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the field notes.

'Their group members were the students nearest them. The students worked together to find and described animals' characteristics by watching the video. They could do Task 7.'

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to do the Task. The teacher also participated in that Task to give motivation and example to the students by playing the video three times. The students also admitted that the teacher did the role well. It could be seen in the following interview.

- R : *“Apa yang Pak guru lakukan selama kalian menyelesaikan Task 7?”*  
(What did the teacher do when you were finishing Task 7?)
- S : *“Beliau memberi contoh dan komentar. Juga memandu apa yang harus kami lakukan.”*  
(He gave us an example and comments. He also guided what we were supposed to do)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The data were taken from the field notes.

‘The teacher gave examples of how to do the Task. ‘The teacher gave an example of how to finish the task while he was playing the video twice. The teacher described his favorite animal as the example while the students gave more attention. The teacher participated, gave the explanation smoothly and also guided the students in finishing the Task.’  
(Appendix D / Field notes 4, February 27<sup>th</sup>, 2010)

### **Learner role**

The same as Task 6 the students were the subjects who did the Task. They could communicate and interact with their friends. They could practice their micro skill. The following interview could show it.

- R : *“Apakah Adik bisa aktif dalam Task 7 tadi?”*  
(Could you be active in Task 7?)
- S : *“Ya mbak.”*  
(Yes, I could)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation could also be seen in the following field notes.

‘The students did the Task together. All the activities were done by the students. They could improve their understanding related to descriptive text through this Task. There was a group who described her favorite animal’s characteristics. The other groups were enthusiastic to get the next turn and describe her/his favorite animal

based on the video. All the activities were done by the students.'

(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis of the components above the task was effective. There was no evaluation for this task.

**Table 50. Conclusion of the Evaluation of Task 7 (Try Out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> 1. Increasing vocabulary mastered 2. Building interaction and communication with friends 3. Improving students' understanding about the material (descriptive text) 4. Communicating actively	effective	—
<b>Input</b> 1. Video 2. Instructions 3. Example	effective	
<b>Activity</b> 1. Watching the video carefully 2. Describing a favorite animal based on the video by using the words in the box 3. Taking a turn and being the representative of the group	effective	—
<b>Setting</b> 1. Working in a group of four	effective	
<b>Teacher role</b> 1. Playing the video 2. Explanation given 3. The students guidance	effective	—
<b>Learner role</b> 1. Watching the video carefully 2. Communicating actively in a class	effective	—

From the table above, we could conclude whether Task seven was effective since the result of the questionnaires was more than 3.00.

Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

### viii. Task 8

The result of evaluation questionnaire for Task 8 could be seen in this following table.

**Table 51. Descriptive Statistics of the Effectiveness of Task 8 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The task could be the first step in entering oral cycle (speaking skill).	18	17	1	0	0	4.47
2.	The questions could help to understand the content of the video that would be used in the next task.	15	8	8	4	1	3.89
3.	The video as the input is clear.	11	14	7	3	1	3.86
4.	The video as the input is interesting.	12	10	10	4	0	3.83
5.	The activity of answering questions orally is interesting.	10	15	8	2	1	3.86
6.	The activity of answering the questions directly is interesting.	16	14	4	1	1	4.19
7.	Delivering the answer individually is effective.	12	8	10	4	2	3.67
8.	Discussing the questions in pairs is effective.	14	12	8	1	1	4.03
9.	The teacher gives feedback to the students' answer/work.	18	11	4	1	2	4.17
10.	The student could communicate and speak actively	10	17	5	3	1	3.89

The table shows that the average score of the questioner that shows the respondents' agreement ranges from 3.67 to 4.47. Since the average score is higher than 3, 00 than the minimum acceptance, the Task could be concluded as the effective one. The other data to show it could be seen in the interview and the field notes.

### **Goal**

Task 8 was Task 8 was presented in the form of direct answer and completed with the questions. Task 8 was aimed to check students' understanding in responding question. By answering the questions, the students could arrange sentences orally. The questions were related to the next Task. The questions that followed the Task were also used to make the students understand the content of the next Task better. Based on the interview, the goal was achievable.

R : *“Apakah Task 8 bisa menjadi contoh mempraktekkan speaking skill?”*

(Could the Task 8 be the model or example of how to practice or improve speaking skill?)

S : *“Iya mbak, soalnya disuruh praktek berbicara dengan menjawab pertanyaan secara langsung.”*

(Yes, it could. Since, we were asked to speak directly by answering the question in Task 8.)

(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data could be seen in the following field notes

‘After the teacher explained the Task’s instruction, he asked the students to answer the question directly. Almost of the students could answer all the questions correctly.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Input**

The inputs of this task were an instruction and questions. The questions were related to the next Task. The students could deliver their answers directly. Based on the interview the input was clear and effective.

R : “*Apakah instruksi dan pertanyaannya jelas?*”  
(Were the instruction and the questions clear?)  
S : “*Ya sudah jelas.*”  
(Yes, they were)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The field notes also showed that the input could be used effectively.

‘The students used their own way to answer the questions. The students could deliver their answer in Task 8 individually.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Activity**

The activity in Task 8 was answering the questions directly, for example: do you a favourite thing? Yes, I do. It is my lovely bike. Answering the questions orally could help the students to practice their speaking ability. The activity could run well. It could be seen in the following interview.

- R : *“Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”*  
(Did the activities of answering the questions directly make you bored?)
- S : *“Tidak, selain menjawab kita juga praktek berbicara jadi menarik.”*  
(No, they did not. Besides answering the questions directly, we could practice our speaking skill. It was interesting)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The field notes also showed that the activities ran well. All the students finished the task well.

‘The students who were asked to deliver the answers did it well. After that the other students were asked to answer directly and undividually.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Setting**

In relation to the setting, the students worked individually to answer the questions. The answers could be discussed with their partner. In delivering the answer the students worked individually. The setting was effective since they could finish and did the Task well. The following interview could show it.

- R : *“Apakah menjawab pertanyaan secara individu terlalu sulit?”*  
(Was answering the questions individually difficult for you?)
- S : *“Tidak, malah bisa mencoba membuat kalimat sendiri.”*  
(No, it was not. We could even try to make sentences by ourselves)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The other data could be seen in the field notes.



‘The students finished answering all the questions individually. They delivered the answers by themselves. After that the students got feedback from the teacher.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Teacher Role**

The students admitted that that the teacher did his role well. The teacher always gave feedback to the students’ answers and discussed the answers with them. The teacher also corrected the students’ pronunciation when they delivered their answer. The following interview could show it.

- R : “*Apakah Pak Guru memberikan komentar atau merevisi kesalahan Adik saat mengerjakan Task 8?*”  
(Did the teacher give comment or evaluation when you did Task 8?)
- S : “*Iya mbak.*”  
(Yes, he did)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

According to the field notes, the teacher could do his role well.

‘The teacher then gave feedback to the students’ answers. The teacher never forgot to revise the students’ pronunciation.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students could communicate with teacher and friends actively. The students also got the chance to practice their speaking skill. It could be seen in the following interview.

- R : “*Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?*”  
(Could you communicate with friends and teacher actively?)
- S : “*Iya tadi saya jadi aktif waktu berdiskusi tentang jawabannya.*”  
(Yes, I could be active when discussing the answers)  
(Appendix E / Interview 4, February 22<sup>nd</sup>, 2010)

The situation was also showed in the field notes. The students communicated well with their friends when they gave opinions to one another. It could be seen in the following field notes.

‘There was a student who gave comments and opinions to her friend’s answer. The student could also practice her speaking skill and build her confidence.’  
(Appendix D / Field notes 4, February 22<sup>nd</sup>, 2010)

Based on the analysis above, the Task was effective. The students also gave positive responses to this Task and they could finish the task well.

**Table 52. Conclusion of the Evaluation of Task 8 (Try out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Task 8 as the model and example 2. Practicing speaking ability	Effective	—
Input 1. Instruction 2. Questions	Effective	
Activity 1. Discussing the answers in pairs 2. Answering the question directly	Effective	-
Setting 1. Individually 2. In pairs	Effective	-

(Continued)

(Continued)

Components	Analysis	Evaluation
Teacher role 1. Feedback and comment given 2. Explanation given	Effective	—
Learner role 1. Practicing the speaking ability 2. Having interaction or communication with friends and teacher	Effective	—

From the table above, we could conclude whether Task eight was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### ix. Task 9

The result of the evaluation questionnaire for Task 9 could be seen in this following table.

**Table 53. Descriptive Statistics of the Effectiveness of Task 9 (Try Out 2 of Unit 1**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 9 could help to understand the video	14	10	6	4	2	3.83
2.	The video as the input is clear	21	12	2	1	0	4.47
3.	The video and the instruction as the input is easy to be understood	16	8	10	2	0	4.06
4.	The activity of	12	15	6	2	1	3.97

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
	answering the questions is less boring						
5.	The activity of watching the video while answering the questions is interesting	14	10	6	3	3	3.89
6.	Answering the questions based on the video is effective	18	10	4	2	2	4.11
7.	Answering the questions in pairs is effective	20	10	3	1	2	4.25
8.	The teacher gives feedback to the students' work	20	5	8	2	1	4.14
9.	The Task could help to practice their listening and speaking ability	23	5	3	3	2	4.22
10.	The Task could help the students to participate actively in the teaching and learning process	12	11	5	7	1	3.72

The table shows that the average score or the mean of their respondents' agreement toward the questioner ranges from 3.72 to 4.47. The minimum acceptance of the average score is 3.00 and the maximum score is 5.00. Therefore, it can be concluded that the students agreed on the task and the task was effective. This was also supported by the result of the interview and the field notes.

### **Goal**

Task 9 was similar to previous Task. The goal of this task was to check the students' comprehension about the video given by the teacher. The task was in the form of answering the questions with the students' partner by watching the video carefully. The students had to answer all the questions based on the video. Through this task the students could also try to practice their speaking skill. The following dialogue could show it.

- R : *"Apakah Task 9 dapat menambah pemahaman adik tentang bagaimana mendeskripsikan binatang tadi?"*  
 (Did Task 9 add your comprehension how to describe animals?)
- S : *"Ya, mbak."*  
 (Yes, it did.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The following field notes also showed that the goal was achievable.

'The teacher discussed the answers with the students. The teacher also asked the reason why they chose the answers. The students then explained it and they did it correctly.'  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

The input of this task was a video and the instruction. The students had to answer all the questions by watching the video that was played by the teacher three times. The input of this Task was

effective. The students could understand the video and did the Task easily. It could be seen in the following interview.

- R : “*Apakah vidio yang di sediakan jelas?*”  
(Was the available video clear?)  
S : “*Ya mbak jelas meskipun hal baru bagi kita.*”  
(Yes, it was clear though something new for us)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

In the field notes it is stated the students could answer all the questions that were available.

‘The students answered all the questions based on the video which was given by teacher. The students could do it well.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Activity**

The activity in this task was answering the questions with the students’ partner in pairs by watching the video carefully. After that the students were asked to deliver their answers. The activities were effective to improve the students’ comprehension and practice the students’ speaking skill. The following interview could show it.

- R : “*Apakah kegiatan pada Task 9 menarik?*”  
(Was the activity in Task 9 interesting?)  
S : “*Ya, menarik.*”  
(Yes, it was)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The field notes also showed that the activity ran well and the students were interested.

‘The students could finish answering all the questions quickly. Then they discussed the answers together. After that there were some students who gave comment for the others answer.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Setting**

The setting of this task was in pairs. The students finished answering all the questions in pairs based on the video that was played by the teacher. They did not spend much time to do the Task. The setting was effective since they could work well. From the following interview it could be seen.

- R : “*Apakah mengisi menjawab pertanyaan berdasarkan vidio secara berpasangan?*”  
(Was answering questions based on the video in pairs difficult to be done?)
- S : “*Tidak mbak. Malah seneng.*”  
(No, it was not. We were really happy)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the field notes, the students took not more than 15 minutes to answer all the questions based on the video. Almost of the students could fill in them correctly.

‘The students started to answer all the questions based on the video that the teacher was played three times in pairs. The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher had a good role. The teacher gave an explanation about the Task and monitored them when they were answering the the questions in pairs. The teacher always gave feedback to the students' work. It could be seen in the following interview.

- R : *“Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 9?”*  
 (What did the teacher do when you were doing Task 9?)
- S : *“Memberi komentar saat menjawab pertanyaan dan membantu kita saat ada kesulitan.”*  
 (He gave comments when we answered the questions and helped us if we got any difficulty.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the field notes, the teacher helped the students when they did not understand. The teacher moved around the class.

‘The teacher explained what the task was about and played the video three times. The theacher then gave feedback and comment to the students' work.’  
 (Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner had chance to build interaction with the teacher. The learner also could practice their speaking ability and build confidence. It could be seen in the following interview.



- R : “*Apakah adek bisa aktif berkomunikasi dengan teman dan guru?*”  
(Could you communicate actively with teacher and friends?)
- S : “*Ya mbak,*”  
(Yes, I could)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

It could also be seen in the field notes. The students built interaction with the teacher and friends.

‘The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers.’

(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The task could be done well. Because of it, there was no revision.

**Table 54. Conclusion of the Evaluation of Task 9 (Try Out 2 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Checking student’s understanding 2. Practicing speak actively	Effective	—
Input 1. Instruction 2. Video	Effective	—
Activity 1. Answering the questions based on the video 2. Delivering the answers orally	Effective	—
Setting 1. In pairs	Effective	—
Teacher Role 1. Monitoring 2. Feedback given	Effective	—
Learner role 1. Building communication 2. Practicing to speak	Effective	—

From the table above, we could conclude whether Task nine was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### x. Task 10

The result of the evaluation questionnaire of Task 10 could be seen in this following table.

**Table 55. Descriptive Statistics of the Effectiveness of Task 10 (Try Out 2 of Unit 1**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 10 could improve listening and speaking ability.	20	11	3	2	0	4.36
2.	Task 10 could improve the creativity in making a sentence.	22	9	3	2	0	4.42
3.	The video as the input is clear.	16	10	5	5	0	4.03
4.	The video as the input is easy to be understood.	16	15	3	1	1	4.22
5.	The activity of filling the blank based on the video is interesting.	17	7	6	4	2	3.92
6.	The activity of answering in pairs is interesting.	18	12	4	4	1	4.25
7.	Paying attention to the video is effective/interesting.	15	12	7	2	0	4.11
8.	The teacher gives feedback to the students' work.	21	12	3	0	0	4.50
9.	The task helps to practice listening and speaking actively in the class.	18	10	7	1	0	4.25
10.	The task helps to build interaction with friend.	21	6	4	4	1	4.17

The table shows that the task was effective. It could be seen in the average score or the mean of the questioner that ranges from 3.92 to 4.50. It is because the minimum average score is 3.00. The other data that could be used to analyze the task is the result of interview and the field notes.

### **Goal**

The goal of this Task was to improve the student's creativity in speaking skill. Through this Task the students could practice their speaking ability. They could improve the interaction to their friends. They could improve their understanding about the materials related to describing certain animal. Based on the following interview it could be seen that the goal was achieved.

- R : *"Apakah Task 10 dapat meningkatkan komunikasi dan ketrampilan berbicara Adik?"*  
(Could the task improve your communication and speaking skill?)
- S : *"Ya mbak, tadi seperti berdiskusi dengan teman sambil menonton video."*  
(Yes, it could. We discussed with our partner in the class while watching the video.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation also could be seen in the following field notes. The students could practice their speaking ability and improve to communicate with others.

'The students discuss and express the answer orally. They could practice their speaking ability there.'  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Input**

In relation to the input, they got a video, instruction and an example. The teacher was played the video three times. The video was telling about certain animal related to descriptive text. The instruction and the example were given to make students understood the Task easily. The students could use the input effectively since they could finish the Task well. The inputs were effective and it could be seen in the following interview.

- R :” *Apakah vidio, instruksi dan contohnya jelas?*  
(Were the video, instruction and example clear?)  
S : “*Ya mbak.*”  
(Yes, they were)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other source that could be used as the data was field notes. In that field notes the students were showed to use the input to finish the taskwell.

‘The teacher asked to the students what the task was about. The students could explain the Task well and know what they should do. The students could do the Task well.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students looked enthusiastic to do the Task. Doing Task 10 was a good activity to practice their speaking skill and communicate with friends. Based on the interview they could do it well.

- R : “*Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?*”  
(Could the activity improve your speaking ability and also be interesting to be done?)
- S : “*Ya menarik, sebelumnya tidak pernah ada.*”  
(Yes, it could. We never did it before)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the following field notes the activity ran well.

‘All of the students who were asked to answers the questions orally did it well. There was no student did not want to do it.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Setting**

The task was done in pairs. Both of them could speak actively. Working in pairs was effective for this task because there were suitable with the Task and the situation in the class. The students could finish the task well in pairs. The following interview could show it.

- R : “*Apakah mengerjakan tugas ini secara berpasangan sudah effective?*”  
(Was finishing the task in pairs effective?)
- S : “*Ya mbak.*”  
(Yes, it was)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

It could be seen in the following field notes.

‘All of the students who were asked to express their answer orally did it well. All the students discussed and practiced it with their partner before doing it directly.’  
(Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students' answers. The teacher also explained to the students about the task and helped those who got difficulties. The following interview could show it.

- R : *"Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?"*  
 (Did the teacher give explanation and help you when you got difficulties?)
- S : *"Iya mbak."*  
 (Yes, he did)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The teacher helped the students to get correct answers. The teacher checked the students' work before they expressed the answers orally. It could be seen in the field notes.

'While the students were preparing to answer the orally by themselves, the teacher moved around to check the the students' works. The teacher gave some corrections before they performed in the class.'  
 (Appendix D / Field notes5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability and communicate well with their friends. The leaner could participateactively in the learning process. The following interview could show it.

- R : *"Apakah Adik bisa aktif berkomunikasi dikelas."*  
 (Could you speak actively in the class?)
- S : *"Ya mbak, tentu saja."*

(Yes, I could)

(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation could be seen in the following field notes.

‘All the students discussed and practiced with their partner before answering orally. They could practice their speaking ability there.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. There were no components in this task that needed to be revised.

**Table 56. Conclusion of the Evaluation of Task 10 (Try Out 2 of Unit 1)**

Component	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building creativity</li> <li>2. Improving the understanding of the materials</li> <li>3. Communicating actively</li> <li>4. Practicing speaking ability</li> </ol>	Effective	—
Input <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Instruction</li> <li>3. Example</li> </ol>	Effective	—
Activity <ol style="list-style-type: none"> <li>1. Filling the blanks by watching the video</li> <li>2. Answering orally</li> </ol>	Effective	—
Setting <ol style="list-style-type: none"> <li>1. Working in pairs</li> </ol>	Effective	—
Teacher role <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Feedback given</li> </ol>	Effective	—
Learner role <ol style="list-style-type: none"> <li>1. Speaking actively</li> <li>2. Communicating actively with friends and teacher</li> </ol>	Effective	—

From the table above, we could conclude whether Task 10 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### **xi. Task 11**

The result of the evaluation questionnaire of Task 11 could be seen in this following table.

**Table 57. Descriptive Statistics of the Effectiveness of Task 11 (Try Out 2 of Unit 1**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 11 could help to practice speaking ability	14	12	8	1	1	4.02
2.	Task 11 could improve the understanding of the material	17	8	10	1	0	4.13
3.	The instruction as the input is clear	15	12	1	1	7	3.75
4.	The video as the input is interesting	20	9	5	1	1	4.27
5.	The activity of watching the video is interesting	20	12	3	1	0	4.41
6.	The activity could be less boring	15	9	6	5	1	3.88
7.	Discussing the animals' physical characteristics is effective	18	10	2	6	0	4.11
8.	Finishing the game in pairs is effective	20	9	4	2	1	4.25
9.	The teacher could guide in finishing Task 11	23	10	2	1	0	4.52
10.	The task could help to build communication and interaction with friends	22	9	4	1	0	4.44

The table shows that the mean or the average score of the respondents' agreement toward the questioner ranges from 3.75 to



4.52. As a matter of fact, the minimum acceptance of the average score or mean is 3.00 and the maximum is 5.00. It means that the Task was effective and the students could receive the Task well. The other data to support it are from the result of the interview and the field notes.

### **Goal**

Task 11 was to improve the students' communication and interaction with their partners. The goal of the Task building students' understanding related to descriptive text. Through this Task the students could also study happily and improve their understanding about descriptive text. From the following interview it could be seen that the goal was achieved.

- R : *"Apakah dengan Task 11 tadi Adik bisa lebih memahami descriptive text?"*  
 (Could you improve your understanding by Task 11?)  
 S : *"Iya, jadi lebih paham."*  
 (Yes, I could.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the following field notes, the students had a good interaction and communication with their friends.

'The students did the Task related to the descriptive text especially in describing animals. The students watched the video while they were finding the physical characteristics of a certain animal as same as the examples given. They did it well.'  
 (Appendix E / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

In relation to the input, the Task had a clear instruction to do. There was also a video played by the teacher for the input. The video was completed with the animals' physical characteristics. Since the students could do the Task well, the instruction and the video were effective. The following interview could show it.

- R : "*Apakah tadi instruksi dan vidionya jelas?*"  
(Were the instruction and the video clear?)  
S : "*Iya sudah jelas mbak.*"  
(Yes, they were)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other source of the data was the field notes. The data showed that the students could understand the instruction and the video.

'As the students weredoing previous Task, the teacher asked to the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They explained it well.'  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, watching the video was effective to lessen the students' boredom in learning because they haven't got yet before. Through this task they could build an interaction with their friends while they were discussing the Task. The students used the physical characteristics that they had learnt

before and got by watching the video. The activity of Task 11 ran well. The following interview could show it.

- R : *“Apakah Task 11 tadi menarik?”*  
(Was the Task 11 interesting?)  
S : *“Iya menarik karena kita lebih tahu banyak hal.”*  
(Yes, it was. Since we got many things new.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

‘The students discussed the physical characteristics that they got with their partners. Some of the students moved around the class to finish the Task. They did it happily.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Setting**

The task was done in pairs so they did it with their tablemates. Every student tried to do the Task well. They could finish Task 11 well. In the following interview it could be seen.

- R : *“Apakah ada kesulitan menyelesaikan Task 11 tadi dengan berpasangan?”*  
(Was there any difficulty to finish the Task in pairs?)  
S : *“Tidak, berpasangan membuat lebih mudah.”*  
(No, it was not. It made things easier)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation could also be seen in the field notes.

‘The students finished the Task in pairs. Every student got chance to express their answer orally, so no one in the class that just kept silent and did not do anything.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to do the Task. The teacher also gave motivation and

example to the students while the students were watching the video. The students also admitted that the teacher did the role well.

It could be seen in the following interview.

R : *“Apa yang Pak guru lakukan selama kalian menyelesaikan Task 11?”*

(What did the teacher do when you were finishing Task 11?)

S : *“Beliau memberi petunjuk bagaimana mengerjakan Tasknya, memberi semangat untuk lebih percaya diri dalam berbicara.”*

(He guided us in doing the Task. He also motivated us to be more confident)

(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The data was taken from the field notes.

*‘The teacher moved around the class and guided them. He helped the students who got a difficulty.’*

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Learner role**

The same as the previous Tasks, in this task the students were the subjects who did the Task. They could communicate and interact with their friends. They could practice their speaking ability. The following interview could show it.

R : *“Apakah Adik bisa aktif dalam mengerjakan Task 11 tadi?”*

(Could you be active in that Task?)

S : *“Ya tadi berbicara terus.”*

(Yes, I could. I speak actively)

(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation could be also seen in the following field notes.

‘The students discussed the Task with their friends by watching the video. They did it until finding all the physical characteristics.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could do the Task well and the students could reach the goal of this task. The students also gave positive responses to this task.

**Table 58. Conclusion of the Evaluation of Task 11 (Try Out 2 of Unit 1)**

Components	Analysis	Revision
Goal <ol style="list-style-type: none"> <li>1. Building interaction and communication with friends</li> <li>2. Improving students' understanding about descriptive text</li> <li>3. Communicating actively</li> </ol>	Effective	—
Input <ol style="list-style-type: none"> <li>1. Instructions</li> <li>2. Video</li> </ol>	Effective	
Activity <ol style="list-style-type: none"> <li>1. Watching the video</li> <li>2. Finding the physical characteristics</li> <li>3. Discussing</li> </ol>	Effective	—
Setting <ol style="list-style-type: none"> <li>1. In pairs</li> </ol>	Effective	
Teacher role <ol style="list-style-type: none"> <li>1. Explanation given</li> <li>2. The students' guidance</li> </ol>	Effective	—
Learner role <ol style="list-style-type: none"> <li>1. Discussing with friend</li> <li>2. Communicating actively in a class</li> </ol>	Effective	—

From the table above, we could conclude whether Task 11 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

### xii. Task 12

The result of the evaluation questionnaire of Task 12 could be seen in this following table.

**Table 59. Descriptive Statistics of the Effectiveness of Task 12 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task could be the example of how to use grammar (present tense)	14	11	7	2	2	3.91
2.	The questions could help understand the content of the video	16	8	9	3	0	4.02
3.	The video as the input is clear	20	8	6	2	0	4.30
4.	The video as the input is interesting	20	14	2	0	0	4.52
5.	The activity of describing certain animal is interesting	17	11	6	2	0	4.19
6.	The activity of describing animal's physical characteristics is interesting	19	8	7	1	1	4.19
7.	Describing certain animal individually is effective	15	13	6	2	0	4.13
8.	Describing certain animal based on the video in pairs is effective	20	11	3	1	1	4.36
9.	The teacher gives feedback to the students' work	18	14	3	1	0	4.36
10.	The student could communicate and speak actively	20	10	5	0	1	4.36

The table shows that the average score of the questioner ranges from 3.91 to 4.52. The average score shows that the task was effective and the students agreed on the task. It was supported by the result of the interview and the field notes.

### **Goal**

Task 12 was playing game. The task was aimed at improving the students' speaking skill. This game was also to increase the students' confidence related to speak orally. The video was played in order to make the students easier in deciding which animal they would be described. Based on the interview, the goal was achievable.

- R : *"Apakah dialogue Task 12 bisa menambah pengetahuan adek tentang penggunaan grammar yang diajarkan dan meningkatkan kemampuan bicara adek?"*  
 (Could Task 12 able to improve how to use the grammar and improve your speaking skill?)
- S : *"Iya, soalnya kita praktek langsung."*  
 (Yes, it could. Because we had to practice directly.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other data could be seen in the following field notes

'The teacher asked the students to stand in front of the class by describing an animal and the others students guesses it. Almost of the students could do it well and explain it correctly.'  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

The inputs of this task were a video, and an instruction. The video and the instruction were related to each other. The students could describe a certain animal after watched the video. The video was used to add the students' interest and to make the students easier choosing which animal they would describe. Based on the interview the input was clear and effective.

- R : "*Apakah video dan instruksinya jelas?*"  
(Were the video and the instruction clear?)  
S : "*Ya sudah jelas.*"  
(Yes, they were)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The field notes also showed that the input could be used effectively.

'The students watched the video to describe a certain animal easily in front of the class orally. The students could describe a certain animal easily and the others students guess it. They had joy and fun in this Task.'  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Activity**

The activity in this Task was watching the video and then described a certain animal in front of the class. The students could describe a certain animal in pairs and the others students had to guess it. So the students in front should give many clues as much as possible. The students did it without any text.



- R : *“Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”*  
(Did the activity of describing a certain animal in front of the class make you bored?)
- S : *“Tidak, sebelumnya belum pernah seperti ini.”*  
(No, it did not. We have never done this)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

In the field notes it was also showed that the activities ran well. All the students finished the task well.

‘The students described a certain animal in front of the class. The students did it well and they were pretty enthusiastic.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students did the Task in pairs. The students tried to describe a certain animal by watching the video. The setting was effective since they could finish it well. It could be seen in the following interview.

- R : *“Apakah mendeskripsikan binatang secara berpasangan terlalu sulit?”*  
(Was describing a certain animal in pairs difficult for you?)
- S : *“Tidak, karena mendeskripsikan dengan teman.”*  
(No, it was not. Because we could describe it with our partner.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other data could be seen in the field notes.

‘The students finished to prepare the description in pairs. They described a certain animal in front of the class. They did it well and did it in turn with their partner.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted that that the teacher did his role well. The teacher always gave feedback to the students' description and discussed the answers with them. The teacher also corrected the students' pronunciation when they described an animal in front of the class. The following interview could show it.

- R : *"Apakah Pak Guru memberikan komentar atau merevisi kesalahan Adik saat mengerjakan Task 12?"*  
(Did the teacher give comment or revision when you did Task 12?)
- S : *"Iya mbak."*  
(Yes, he did)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

In the field notes, the teacher could do his role well.

'The teacher then gave feedback to the students' work. The teacher never forgot to correct the students' pronunciation.'  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could actively communicate with teacher and friends. The learner also got the chance to practice their speaking skill. It could be seen in the following interview.

- R : *"Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?"*  
(Could you communicate actively with friends and teacher?)
- S : *"Iya mbak."*

(Yes, I could.)

(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation was also showed in the field notes. The students communicated well with their friends when they gave opinions to each other and express their description. It could be seen in the following field notes.

‘There was a student who gave comment and opinion to her friend’s description and also guessed the animal. The students could also practice their speaking skill and build their confidence.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

Based on the analysis above, the Task was effective. The students also gave positive responses to this Task and they could finish the task well.

**Table 60. Conclusion of the Evaluation of Task 12 (Try Out 2 of Unit 1)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Describing a certain animal correctly 2. The students practice speaking ability	Effective	—
Input 1. Video 2. Instruction	Effective	
Activity 1. Watching the video 2. Describing a certain animal in front of the class (playing a game)	Effective	-
Setting 1. In pairs	Effective	-
Teacher role 1. Feedback given 2. Exaplanation given	Effective	—

**(Continued)**

(Continued)

Component	Analysis	Evaluation
3. Coorrecting pronunciation		
Learner role 1. Practicing the speaking ability 2. Having interaction or communication with friends and teacher	Effective	—

From the table above, we could conclude whether Task 12 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

### xiii. Task 13

The result of the evaluation questionnaire of Task 13 could be seen in this following table.

**Table 61. Descriptive Statistics of the Effectiveness of Task 13 (Try Out 2 of Unit 1**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 13 helps to practice speaking ability	22	8	5	1	0	4.41
2.	Task 13 improves the creativity in creating a good sentence	19	14	3	0	0	4.44
3.	The video as the input is clear	11	21	4	0	0	4.19
4.	The instruction as the input is clear	13	19	3	1	0	4.22
5.	The activity is interesting	23	9	4	0	0	4,52

(Continued)

(Continued)

No	Statement	Score					Mean
		5	4	3	2	1	
6.	The activity runs well	14	17	3	2	0	4.19
7.	Watching the video and arranging good sentences in a group of four is effective	22	11	1	2	0	4.47
8.	Delivering the work's in a group of four is effective	16	14	4	1	1	4.19
9.	The teacher gives feedback to the students' work	21	13	2	0	0	4.52
10.	The task could help to speak actively and confidently	16	13	6	1	0	4.22
11.	The task could build interaction with friends and the teacher	20	12	3	1	0	4.41

The table shows that the average score or the mean is range from 4.19 to 4.52. The average score shows that the Task was effective since it was higher than 3.00 as the minimum of average score. This was also supported by the result of the interview and the field notes.

### **Goal**

The goal of this Task was to build the students' creativity in making a sentence and increase the students' understanding how arranged sentences. This task is also aimed at making the students practice their speaking skill. The following interview could show that the goal was achieved.

- R : *"Apakah Task 13 membantu Adik meningkatkan keterampilan berbicara?"*  
 (Could Task 13 improve your speaking skill?)  
 S : *"Iya karena tadi menceritakan isi video secara lisan."*

(Yes, it could. Weretold the video about orally.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The following field notes also showed that the goal was achieved.

‘One of the students in the group retold what the video about. All the group got the turn. The students could do it well.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

The inputs of this task were a video and the instruction given. The video was completed with descriptive text related to a certain animal. The input could be used as the material to make the students more understand about the descriptive text. Besides, there was the input that could be used effectively. In the following interview we could see that the input was effective.

R : “*Apakah video dan instruksinya mudah dimengerti?*”  
(Were the video and the instruction clear?)  
S : “*Ya jelas.*”  
(Yes, they were.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the field notes the situation could be seen.

‘The students were asked to retell what the video about and they could do it well. Before the students started to do the Task, the teacher asked them whether the instruction and the video were clear or not. The students said that all of them are clear. ‘  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Activity**

The activities in this task were watching the video and retelling what the video about. The students were asked to try retelling the video about without a text. Before it, they got time to discuss it with their group first. The activity ran well and all the groups who were asked to retell could do it well. It could be seen in the following interview.

- R : *“Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”*  
(Did the activity make you happy and did it run well?)
- S : *“Iya menyenangkan dan bisa lebih melatih kemampuan berbicara.”*  
(Yes, it did. It could be used to practice my speaking skill).  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the following field notes the activity ran well and all students could participate well.

‘The students retold the video about well. All the groups who were asked to retell did it well.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students did the task in a group of four. They could retell and do the Task well. The task was not difficult to do in a group of four because they did it together. Doing the tasks in group of four was effective for this task. The Task was very interesting for the students because they were very enjoy doing the Task. It could be seen in the following interview.

- R : *“Apakah mengerjakan Task 13 secara berkelompok terlalu sulit?”*  
 (Was doing Task 13 in a group of four difficult?)
- S : *“Tidak mbak.”*  
 (No, it was not)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

It could also be seen in the following field notes.

‘Every student finished the task with their group. The students could discuss and interact with their group members to retell what the video about orally.’  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did his role well. The teacher gave feedback on the students’ work. The teacher helped the students to arrange a good sentence with correct grammar. The teacher also corrected their pronouciation when they retold what the video about orally.

- R : *“Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task13?”*  
 (What did the teacher do when you did Task 13?)
- S : *“Beliau membetulkan grammar dan memberi komentar.”*  
 (He corrected the grammar and gave comments)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the field notes, the teacher did a good his role while the students were finishing the Task. The teacher not only played the video and gave the task but also gave feedback and helped the students.



‘The teacher moved around the class when they worked in a group of four. The teacher helped the students who got difficulties. He always corrected their mistakes.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students had the chance to practice their speaking skill. Through this Task, the students could be active to interact with their friends while they were discussing the Task. It could be seen in the following interview.

R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you interact actively with your friend?)

S : “*Ya kan tadi berdiskusi bersama-sama.*”  
(Yes, I could. We discussed the Task together).  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Besides having interaction with their friends, the students could also practice their speaking ability. It could be seen in the field notes.

‘The students could be active in the class. They got the chance to practice their speaking ability.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

Based on the analysis of the components, Task 13 was effective. There was no revision to this task.

**Table 62. Conclusion of the Evaluation of Task 13 (Try Out 2 of Unit 1)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building students' creativity related to descriptive text</li> <li>2. Practicing speaking ability</li> </ol>	Effective	—
Input <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Instruction</li> <li>3. Example by the teacher</li> </ol>	Effective	-
Activity <ol style="list-style-type: none"> <li>1. Watching the video</li> <li>2. Retelling the content of the video</li> <li>3. Discussing with the group members</li> </ol>	Effective	—
Setting <ol style="list-style-type: none"> <li>1. Working in a group of four</li> </ol>	Effective	—
Teacher role <ol style="list-style-type: none"> <li>1. Feedback given</li> <li>2. Checking the students' work</li> <li>3. Checking the students' pronunciation</li> </ol>	Effective	—
Learner role <ol style="list-style-type: none"> <li>1. Communicating to their friend.</li> <li>2. Practicing the speaking ability</li> </ol>	Effective	—

From the table above, we could conclude whether Task 13 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### xiv. Task 14

The result of the evaluation questioner of Task 14 could be seen in this following table.

**Table 63. Descriptive Statistics of the Effectiveness of Task 14 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 14 helps to practice speaking ability	16	10	8	1	1	4.08
2.	Task 14 improves the creativity in expressing the students' mind directly and orally	19	8	8	1	0	4.25
3.	The information in the table as the input is clear	23	10	3	0	0	4.55
4.	The instruction as the input is clear	20	8	7	1	0	4.30
5.	The activity of playing a Ballgame is interesting	21	13	1	1	0	4.5
5.	The activity is run well	19	13	3	1	0	4.38
6.	Doing the Task in groups of four is effective	22	11	1	2	0	4.47
7.	The teacher gives feedback to the students' work	16	14	4	2	0	4.22
8.	The Task could help to speak actively	17	8	10	1	0	4.13
9.	The Task could build interaction with friends and the teacher	15	19	1	1	0	4.33

The table shows the average score or the mean is range from 4.08 to 4.55. Based on the average score, the Task was effective and the students agreed on the task. The average score is higher than the minimum of average score that is 3.00. This is also supported by the result of the questionnaire and the field notes.

### **Goal**

Task 14 was designed to improve students' creativity in expressing their mind or information as quick as possible. Through this Task, the students could practice their speaking ability. The students hopefully could analyze the information and deliver it to others. Based on the interview below, the goal was achievable.

- R : *"Apakah Task 14 dapat membantu Adik belajar menyampaikan informasi secara cepat?"*  
(Could Task 14 help you learn to deliver information quickly?)
- S : *"Ya mbak."*  
(Yes, it could.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the following field notes, the students could practice their speaking ability in expressing their mind or information.

'The students expressed their mind or information related the clue of the table. Every member in the group got turns in expressing their mind or information directly although some of others members helped them. The students did it orally.'

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

The inputs of this task were information in the form of table in the Task and the instruction. The instruction could help the students to play the game easily. The information that existed in the table could help the students in finding the information in their

mind quickly. The input could be used by the students in playing the Ballgame. The input was ineffective since it could be used to do the Task. The input was not clear enough. It could be seen in the following interview.

- R : *“Apakah informasi dalam table dan instruksinya jelas?”*  
(Were the table in the table and the instruction clear?)
- S : *“Ya, mbak. Tetapi instruksinya kurang begitu jelas jadi banyak bertanya terus.”*  
(Yes, they were. However, the instruction was not clear enough so we often asked the teacher.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

### **Activity**

The activity in this task was expressing information in their mind directly as quick as possible. The students looked at the following vocabulary network related with animals. Then, they mentioned the related things about the animals after they were getting the ball from the teacher. The students had to mention it by standing up. All the activities ran well and all of the students could mention the related things of the animals although they sometimes expressed unrelated one. The following interview could show that the activity ran well.

- R : *“Apakah bermain Ballgame Task 14 tadi menarik untuk dilakukan?”*  
(Was the activity related to Ballgame in Task 14 interesting?)
- S : *“Ya, soalnya tadi permainannyaseru jadi sangat menarik.”*  
(Yes, it was. Because the Ballgame was really exited so that we enjoyed the game.)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The activity could make the students interested. The activity ran well and it could be seen in the field notes.

‘After all the groups had arranged, the teacher started to throw the ball and asked them to mention the things related to the animal in the vocabulary network. Every member in every group had to get the turn to speak. All the students could speak well and build interaction with their friends.’

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Setting**

The task was done in groups of four. Working in groups could help them to get a lot of information. Although they worked in group, every member got turns to mention one thing related to the animal in the vocabulary network. The setting was effective since they could finish it well and practice their speaking ability. The following interview could show it.

- R : *“Apakah Adik bisa ikut menyampaikan informasi meski dikerjakan dalam kelompok?”*  
 (Could you participate to express information in your mind although you did it in groups?)
- S : *“Ya, karena tiap anggota dapat giliran.”*  
 (Yes, I could. Every member got turns.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation could also be seen in the field notes.

‘The teacher asked the students to make groups of 4. Every member in every group had to get turns to speak.’  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher gave feedback to the students' expression. When the students did the task, the teacher moved around the class and threw the Ball to every group and also checked the students' pronunciation. The teacher also gave examples how to play the game. Then, the teacher checked the students' answer related to vocabulary network. The following interview could show it.

R : *"Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?"*

(Did the teacher give you examples, explanation or comments?)

S : *"Ya, beliau member contoh dan komentar juga mengoreksi pengucapan kita."*

(Yes, he did. He gave examples and comments and also corrected our pronunciation.)

(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

It could be seen in the field notes.

'Every member of the groups played the Ballgame, the teacher also moved around to throw and check the groups' members who have not got the turn yet. The teacher also asked who have not got the turn yet. Here, the teacher helped the students if they got any difficulty.'

(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability. The students could communicate actively by playing the game. The students did not only play the game but also increased their confidence to speak so that it could

improve their speaking ability. It could be seen in the following interview.

- R : “*Apakah Adik bisa berlatih berbicara tadi?*”  
(Could you speak actively in the class?)  
S : “*Oh, iya mbak.*”  
(Yes, I could)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

It could also be seen in the following field notes as the other sources.

‘All the students could speak well and build interaction with their friends. The students could be active in the class. They got the chance to practice their speaking ability.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. There was no evaluation on this task.

**Table 64. Conclusion of the Evaluation of Task 14 (Try Out 2 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Improving students' creativity in giving information. 2. Practicing to deliver information related to the vocabulary network.	effective	—
Input 1. Information in form of vocabulary network 2. Instruction	effective	-
Activity 1. Mentioning something related to vocabulary network 2. Expressing a certain word related to a certain animal	effective	—
Setting 1. Working in groups of four	effective	—

(Continued)



(Continued)

Components	Analysis	Evaluation
Learner role 1. Communicating actively with friends. 2. Giving opinion of their friends' information (work)	effective	—

From the table above, we could conclude whether Task 14 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### xv. Task 15

The result of the evaluation questionnaire of Task 15 could be seen in this following table.

**Table 65. Descriptive Statistics of the Effectiveness of Task 15 (Try Out 2 of Unit 1)**

No	Statement	score					M
		5	4	3	2	1	
1.	Task 15 could improve speaking ability.	20	15	1	0	0	4,52
2.	Task 15 could improve the creativity in making descriptive text related to a certain animal	22	10	2	2	0	4,44
3.	The instruction as the input is clear	15	10	7	4	0	4
4.	The list of words as the input is easy to be understood	15	10	1 1	0	0	4,11
5.	The activity of describing a favourite animal is interesting	20	8	3	5	0	4,19
6.	The activity of presenting the students' description in front of the class is	18	9	7	2	0	4,19

(Continued)

(Continued)

No	Statement	Score					Mean
	interesting	5	4	3	2	1	
7.	Describing a favourite animal individually is effective	11	9	10	6	0	3,66
8.	The teacher gives feedback to the students' work	10	11	9	6	0	3,69
9.	The task helps the students to communicate actively in the class	16	9	7	4	0	4,02
10.	The task helps to build students' creativity and speaking skill	18	9	8	1	0	4,22

The table shows the mean or the average score of the questioner ranges from 3.66 to 4.52. It means that the task was effective. The students agreed on this task. It was also supported by the result of the interview and the field notes.

### **Goal**

The goal of this task was to improve the student's creativity in making a descriptive text related to a certain animal. Through this task, the students could practice their speaking ability. They could improve the interaction to their friends and improve their speaking skill. Based on the following interview it could be seen that the goal was achieved.

R : *"Apakah Task 15 dapat meningkatkan percaya diri dan ketrampilan berbicara Adik?"*  
(Did Task 15 help you to improve your confidence and speaking skill?)

S : *“Ya mbak, dengan mendeskripsikan binatang kesukaan tadi bisa menambah kemampuan berbicara.”*  
 (Yes, it did. Describing a favourite animal orally in front of the class could improve our speaking skill.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The situation could also be seen in the following field notes. The students could practice their speaking ability and improve their confidence.

‘The students were presenting descriptive text related to their favourite animal in front of the class. They tried to present their description without any text. They did it well.’  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Input**

In relation to the inputs instruction and the list of words were the main input. There was also a video as the example to help the students described their favourite animal easily. The students could use the input to finish the Task. The Task was placed in the production stage so with the little guidance they could make a descriptive text with their creativity. The following interview could show that it was effective.

R : *“Apakah instruksi, daftar kata-kata, dan contohnya jelas meskipun cuma sedikit?”*  
 (Were the instructions, list of words and the example clear although they were just the simple ones?)  
 S : *“Ya mbak, malah bisa membuat kita lebih berkreasi.”*  
 (Yes, they were. They made us be more creative)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The other source that could be used as the data was field notes. In that field notes the students were showed to use the input well to finish the task.

‘The teacher asked to the students what the task was about in order to make sure whether the students understood the Task’s instruction. The students could explain the Task well and know what they should do. The students could present their descriptive text well.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students looked enthusiastic to present their creativity related to descriptive text orally. Before they were doing the Task, the teacher explained what the Task was about. Presenting their description in front of the class was a good activity to practice their speaking skill and communicate with friends and also increase their confidence. Based on the interview they could do it well.

- R : “*Apakah kegiatan Task 15 dapat melatih kemampuan berbicara dan menarik untuk dilakukan?*”  
(Could the activities improve your speaking skill and be interesting to be done?)
- S : “*Ya mbak.*”  
(Yes, it did)  
(Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the following field notes the activity ran well.

‘All of the students who were asked to present their descriptive text related to a certain animal did it well. There was no student that did not want to do it.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Setting**

The task was done individually in front of the class. Every student in the class got the turn and chance to speak and present their description related to their favourite animal. Working individually was effective for this task because it was presentation stage therefore the students had to be more creative in describing a certain animal they liked. The students could finish the task well individually. The following interview could show it.

- R : *“Apakah mengerjakan Task 15 secara individu menurut adek sudah efektif?”*  
 (Was finishing Task 15 individually effective?)  
 S : *“Oh iya, kalau terlalau banyak malah nanti ada yang cuma diam saja.”*  
 (Yes, it was. If there were too many members, there would be a student who would be silent only.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

Based on the field notes doing the Task individually was also effective. All the students could practice speaking in front of the class.

‘Every student in the class got the turn to speak. The student had to present their description individually.’  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students’ presentation and pronunciation. The teacher also

explained to the students about the task and helped those who got difficulties. The following interview could show it.

- R : *“Apakah Pak Guru tadi memberi penjelasan dan membantu jika ada kesulitan?”*  
 (Did the teacher give explanation and help you if you got any difficulties?)  
 S : *“Iya mbak.”*  
 (Yes, he did.)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The result of the interview was also supported by the field notes. In the field notes, the teacher helped the students who got difficulties by moving around the class.

‘When the students prepared to perform their description related to their favourite animal, the teacher moved around the class and checked the students’ work. The teacher gave correction and explanation to the students who got any difficulty. The teacher also helped some students to pronounce the words correctly and arrange sentences.’  
 (Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability and communicate well confidently in front of the class orally. Every student could participate actively in the learning process. The following interview could show it.

- R : *“Apakah Adik bisa berperan aktif berkomunikasi dikelas dengan cara mendeskripsikan binatang tertentu di depan kelas?”*  
 (Could you communicate actively by describing a certain animal as your favourite animal in front of the class?)  
 S : *“Ya mbak, tentu saja.”*  
 (Yes, I could)  
 (Appendix E / Interview 5, February 25<sup>th</sup>, 2010)

The students could communicate with their friends while they presented their description related to their favourite animal and practice their speaking ability. By doing Task 15 the students could be active in the class and more confident to speak. It could be seen in the field notes.

‘The students could present their description in front of the class individually. Here, the students communicated with their friends when other students tried to give a question related to the description. The students practiced speaking directly and independently.’  
(Appendix D / Field notes 5, February 25<sup>th</sup>, 2010)

**Table 66. Conclusion of the Evaluation of Task 15 (Try Out 2 of Unit 1)**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> 1. Building students' creativity 2. Improving the understanding of the material related to descriptive text 3. Communicating actively in front of the class when they presented their description 4. Practicing speaking ability	Effective	—
<b>Input</b> 1. Instruction 2. List of words 3. Video as the example	Effective	—
<b>Activity</b> 1. Making a descriptive text related to the students' favourite animals 2. Presenting their description in front of the class	Effective	—

(Continued)

(Continued)

Component	Analysis	Revision
Setting 1. Working individually	Effective	—
Teacher role 1. Monitoring 2. Feedback given	Effective	—
Learner role 1. Speaking actively 2. Communicating actively with friends and teacher while presenting	Effective	—

From the table above, we could conclude whether Task 15 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

#### xvi. Task 16

The result of the evaluation questionnaire of Task 16 could be seen in this following table.

**Table 67. Descriptive Statistics of the Effectiveness of Task 1 (Try Out 2 of Unit 1)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 16 helps to practice speaking ability	22	8	2	4	0	4.33
2.	Task 16 improves the creativity in delivering the monologue in form of descriptive text orally	18	11	7	1	0	4.27
3.	The instruction as the input is clear	15	14	6	1	0	4.19
4.	The clues as the input is	20	11	4	1	0	4.38

(Continued)



(Continued)

No	Statement	Score					Mean
		5	4	3	2	1	
	clear						
5.	The activity of finding one of the neighbors' petsto be described is interesting	15	10	6	4	1	3.94
5.	The activity of finding the special characteristics of a certain animal is interesting	18	10	5	3	0	4.19
6.	Creating the monologue in form of descriptive text individually and presenting it are effective	18	8	8	2	0	4.16
7.	The teacher gives feedback to the students' description	22	10	3	1	0	4.47
8.	The Task could help to speak actively	21	8	5	2	0	4.33
9.	The Task could build interaction with friends and the teacher when they arepresenting it	23	6	5	2	0	4.38

The table shows that the averages score or the mean ranges from 3.94 to 4.47. It means that the Task was effective. It was also supported with the result of the interview and the field notes.

### **Goal**

Task 16 was designed as the homework Task. This task was to improve students' creativity in creating monologue or information in form of descriptive text by finding one of the neighbors' pets. Here, the students had to find the special characteristics of a certain animal that they have found. Through

this task the students could practice their speaking ability and improve their confidence to speak in front of others. The students hopefully could gather the information and present it to others in form of descriptive text. Based on the interview below, the goal was achievable.

- R : *“Apakah Task 16 dapat membantu Adik belajar menyampaikan informasi dalam bentuk deskriptif text?”*  
 (Did Task 16 help you present the information in form of descriptive text?)
- S : *“Ya, tentu.”*  
 (Yes, it did)  
 (Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

Based on the following field notes, the students could practice their speaking ability in presenting monologue or information that they have found in form of descriptive text.

‘The students presented the special characteristics that they had got in form of descriptive text in front of the class. The students did it without any text.’  
 (Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

### **Input**

The inputs of this task were clues about the information that they should find and the instruction. The input could be used by the students in finishing the task. The input was effective since it could be used to do the task. The clues and the instruction were clear. It could be seen in the interview.

- R : *“Apakah petunjuk dan instruksi yang diberikan cukup jelas?”*  
 (Were the instruction and the clue clear?)
- S : *“Ya, mbak.”*

(Yes, they were.)

(Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

The situation could also be seen in the field notes.

‘Then the teacher asked some students to explain what they should do. The students could do it well although the teacher had to add some information to make the Task clear.’

(Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

### **Activity**

The activity in this task was presenting information in the form of descriptive text by finding the special characteristics of a certain animal. Besides, they should gathering the information by interviewing their friends or looked at the pets directly. Both of the activities ran well and all of the students could deliver it although in different sentences. The following interview could show that the activity ran well. The activity was not hard to be done.

R : *“Apakah mencari informasi untuk mendeskripsikan karakter spesial dari binatang tertentu sulit dilakukan?”*

(Did find the information to describe special characteristics of a certain animal from your friends hard to be done?)

S : *“Tidak, karena Task 16 pekerjaan rumah jadi kita bisa banyak ke siapa saja jika ada kesulitan.”*

(No, it did not. Because we could ask everyone if we got any difficulty.)

(Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

Based on the field notes, all the students could do the activity well. The students could find a certain animal special characteristics by looking at the pet or interview their friends or neighbors and made the description.

‘The teacher asked the students to submit the homework before they presented their description in front of the class. All the students submitted it. Then, the teacher asked the students one by one to present their homework in front of the class. All the students could do it well.’

(Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

### **Setting**

The task was done individually. Doing this Task individually was suitable for finding the animal special characteristics from their friends or neighbors. The setting was effective since they could finish it well and practice their speaking ability when they presented it. The following interview could show it.

R : *“Apakah menemukan spesial karakteristik dari hewan tertentu dan menyampaikan secara individu terlu sulit dilakukan?”*

(Were finding the special characteristics of a certain animal from your friends or neighbors and presenting it individually hard to be done?)

S : *“Tidak karena teman dan tetangga dekat jadi gampang berkompromi.”*

(No, they were not. Because we had to find the description from our close friends and neighbors so that it was really easy.)

(Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

It also could be seen in the following field notes.

‘The teacher asked the students to submit the description before they started to present. All the students submitted it. The students described a certain animal they have found individually in front of the class.’

(Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher gave feedback to the students' descriptions and corrected them if there were mistakes. The teacher also explained how to do the homework Task. The teacher corrected their pronunciation when the students' were presented their descriptions. The following interview could show it.

R : *“Apakah Pak Guru tadi membenarkan, memberikan contoh, menjelaskan atau komentar?”*  
(Did the teacher give explanation, correction, examples, or comments?)

S : *“Ya, beliau memberi komentar dan juga membenarkan pengucapan.”*  
(Yes, he did. He commented our descriptions and also corrected our pronunciation)  
(Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

The other data were taken from the field notes.

‘The teacher then gave feedback and comment on the students' descriptions. The teacher also corrected the students' pronunciation.’  
(Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability. The students could be communicating actively. The students got the chance to improve their ability. It could be seen in the following interview

R : *“Apakah adik bisa berlatih berbicara, berkomunikasi dan meningkatkan kepercayaan diri adik saat mengerjakan Task 13?”*  
(Could you practice to speak, communicate and increase your confidence when you did Task 16?)

S : “*Iya mbak. Menemukan spesial karakter dari binatang tertentu dari orang lain berarti berkomunikasi dan menyampaikan informasi bisa melatih berbicara.*”  
 (Yes, I did. Finding special characteristics of a certain animal from our friends or neighbor means to communicate and presenting descriptive text could also practice our speaking skill.)  
 (Appendix E / Interview 6, March 1<sup>st</sup>, 2010)

The data from the interview was supported by the field notes. Based on the field notes, the students could practice their speaking ability. The students could also build interaction with the teacher and their friends when they presented their homework orally.

‘The students practiced their speaking by presenting their homework in front of the class. The teacher and some students were also active to ask questions to the students who presented their homework individually.’  
 (Appendix D / Field notes 6, March 1<sup>st</sup>, 2010)

Based on the data above, the task is effective. It could be seen in this following table.

**Table 68. Conclusion of the Evaluation of Task 16 (Try Out 2 of Unit 1)**

Components	Analysis	Evaluation
Goal 1. Practicing to find and gathering information related to an animal speacial characteristics 2. Practicing to presenting an information in form of descriptive text	Effective	—
Input 1. Clues to find information	Effective	—

(Continued)

(Continued)

Component	Analysis	Evaluation
2. Instruction		
Activity 1. Finding one of the neighbors or friends pets 2. Presenting a descriptive text related to describing a certain animal	Effective	—
Setting 1. Working individually	Effective	—
Teacher role 1. Feedback given 2. Checking the students' homework	Effective	—
Learner role 1. Communicating actively with friends while presenting their description 2. Giving opinion to their friends' work	Effective	—

From the table above, we could conclude whether Task 16 was effective since the result of the questionnaires was more than 3.00. Moreover, there was no suggestion given from the teacher or the students to the Task. They agreed about all the components in the Task.

### c) Conclusion

Based on the result of the second implementation of Unit 1 there is one Task that is ineffective and has to revise. Those are seen in the components of the task. They are goal, input, activity, setting, teacher role

and also learner role. The evaluation was done on component that is needed based on the data. However, there would not be any evaluation for the tasks that had been effective. The evaluation could be seen in the following table and the result of the evaluation could be seen in the Appendix C/ final draft of materials/unit 1.

**Table 69. Conclusion of the Evaluation of (Try Out 2 of Unit 1)**

Name of Task	Components Need to be evaluated	Evaluation
Task 1	—	—
Task 2	—	—
Task 3	—	—
Task 4	—	—
Task 5	—	—
Task 6	—	—
Task 7	—	—
Task 8	—	—
Task 9	—	—
Task 10	—	—
Task 11	—	—
Task 12	—	—
Task 13	—	—
Task 14	Input	Making the instruction clearer
Task 15	—	—
Task 16	—	—

From the table above, we could conclude whether all Tasks in unit one was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, phonetic symbols, direct question, instruction and new vocabulary. Here, the instruction should be clearer according to the teacher and students suggestion.



### c. Implementation

#### 1) Try out 1 of Unit 2

##### a) The description of the try out

The Tasks that were implemented in this try out could be seen in the appendix C/unit tasks of 1<sup>st</sup> try out/unit 2. The tryout of unit 1 was held on March. There were four meetings for this unit. The first meeting was on March 3<sup>rd</sup>, 2010 at 08.20 to 09.00 a.m. In the first meeting there were 4 tasks that have been implemented. The second meeting was on March 6<sup>th</sup>, 2010 at 09.15 to 10.35 a.m. and there were 5 tasks tried out in that meeting. The third meeting was on March 8<sup>th</sup>, 2010 at 07.40 to 09.00 a.m. and there were 3 tasks tried out in that meeting. The last meeting was on March 10<sup>th</sup>, 2010 at 08.20 to 09.00 a.m. there were continuances of the previous Task. For the last meeting the teacher discussed about the homework task too. Every meeting was happened forty to eighty minutes.

##### b) The evaluation

##### i. Task 1

The result of the evaluation questionnaire could be seen in the following table.

**Table 70. Descriptive Statistics of the Effectiveness of Task 1 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 1 could help students to practice pronunciation	22	14	0	0	0	4.61
2.	Task 1 could add new vocabulary and recall	23	11	2	0	0	4.58

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
	vocabulary they have learnt						
3.	The instruction as the input are clear	20	15	1	0	0	4.52
4.	The words in the video as the input are easy to be memorized and understand	18	17	1	0	0	4.47
5.	The activity is interesting	21	13	2	0	0	4.52
6.	Mentioning parts of friend's face is effective	19	16	1	0	0	4.50
7.	The teacher gives a good example to pronounce the words and how to cooperate with friend	23	13	0	0	0	4.63
8.	The teacher gives feedback and comment	20	10	6	0	0	4.38
9.	Task 1 helps students to be active in the class	23	11	2	0	0	4,58

The table shows that the students agreed on the Task and the Task was effective. The average score of the questioner ranges from 4.38 to 4.61. The average score is acceptable. The minimum acceptance of average score is 3.00. The other data to show the students' agreement were taken from the interview and field note of every component.

### **Goal**

Task 1 was aimed at making the students pronounce the English words correctly as micro skill. Through this task, they were expected to be able to have a correct pronunciation. Besides, it was to recall the students' memory of the vocabulary that they

had learned before as well as to introduce the new vocabulary. The task was effective since the goal was achievable. It could be seen in the following interview.

- R : *“Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan tepat?”*  
 (Could you mention and pronounce the words correctly?)  
 S : *“Ya, tadi Pak Guru jugasudah bilang tepat.”*  
 (Yes, we could. The teacher said that we did it well)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Besides interview, the researcher also used the field note as the data. The following field note also showed that the goal was achievable.

‘The students mentioned and pronounced the words after watching the video. The words were mentioned, the names of the part of the students’ face. After the teacher believed that they had pronounced well the teacher always said “ok, good” or “well done”.

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Input**

The input of this Task was some English words related to the topic that they would study, describing people. It could be watched in the video. The Task was also completed with clear instruction. It was to make the students easy to memorize the words and enjoyed the Task. Based on the interview, the input of the Task was effective.

- R : *“Apakah kata-katanya jelas, mudah dimengerti dan bisa membantu adik mengerjakan Tasknya?”*  
 (Were the words clear, easy to be understood and help you to do the Task?)  
 S : *“Iya mbak.”*

(Yes, they were.)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The other data were taken from the field note. The field note was based on the observation during the try out.

‘The students pronounced all the words well. They could mention at least 5 words mentioned by looking at their partner’s face.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Activity**

The activities in this task were watching the video and mentioning the names of the part of partner’s face. The students watched the video first while they were memorising the words. Then they had to mention parts of their partner’s face. The activity was effective to deliver the lesson. The interview showed it.

R : “*Apakah Adik dan teman-teman adik dapat mengikuti kegiatan Task 1 dengan baik?*”

(Could you and your friends follow the activity well?)

S : “*Iya tadi berjalan lancar.*”

(Yes, we could. It ran well)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Besides, in the field note it was stated the activity also ran well.

”He students watched the video carefully, answered the question by mentioning the names of the part of students’ partner’s face. All the students tried to do the Task well by looked at their partner’s face.”

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Setting**

The setting of this task was done in pairs. The teacher played the video about the names of the part of face twice and

after that the students tried to mention the names. While they were pronouncing the words, the teacher corrected their pronunciation.

The setting in finishing the task was effective.

- R : “*Apakah ada kesulitan menyebutkan bagian-bagian wajah teman dan mengerjakan tasknya dengan teman sebangku?*”  
(Did you get any difficulty to mention names of part of your friend’s face and finish the Task in pairs?)
- S : “*Tidak mbak.*”  
(No, I did not.)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The field note that was taken during the try out also showed that the setting was effective. All the students could mention names of their friends’ faces after watched the video.

‘The class ran well and all the students did it happily. The teacher played the the video to give the example how to pronounce the words and remind the vocabulary related to names of part face, and then all the students started to mention the names of parts of their friends face one by one.’  
(Appendix D / Field note7, March 3<sup>rd</sup>, 2010)

### **Teacher role**

In this task the teacher had an important role as the instructor to explain what the task about and played the video twice. The teacher also checked the students’ mistakes in pronouncing the words while they were mentioning the names of the parts of their friends face. The following interview showed that the teacher did his role well.

- R : “*Apakah Pak Guru membenarkan dan memberi contoh melafalkan kata dengan baik?*”  
(Did your teacher correct and give the example of how to pronounce the words well?)
- S : “*Iya mbak.*”

(Yes, he did.)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The following field note also showed that the teacher did his role well.

‘The teacher played the video twice and asked the students to mention the names of the parts of their friends faces and also asked them to pronounce some of the words clearly. The teacher sometimes asked them to repeat some words until the students pronounced the words well.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Learner Role**

In relation to the learner role, all the students could participate actively in the class. The students mentioned parts of their partner’s face. Moreover, the students did not only keep silent but also could practice their pronunciation. The following interview showed it.

R : “*Apakah tadi Adik bisa ikut aktif dalam mengerjakan Task 1?*”

(Could you be active in doing Task 1?)

S : “*Ya bisa.*”

(Yes, I could)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The other data were taken in the field note. The field note also showed that students were active in the class.

‘All the students pronounced the words in turn and in pairs. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the video again.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

Based on the analysis of the components above, the task was effective. There was no evaluation for this task.

**Table 71. Conclusion of the Evaluation of Task 1 (Try Out 1 of Unit 2)**

Component	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Pronouncing the words correctly.</li> <li>2. Getting new vocabulary and remind the vocabulary that the students have learnt</li> </ol>	effective	–
Input <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Video</li> <li>3. New vocabulary</li> </ol>	effective	
Activity <ol style="list-style-type: none"> <li>1. Watching the video carefully</li> <li>2. Mentioning the names of the parts of the students face</li> </ol>	effective	–
Setting <ol style="list-style-type: none"> <li>1. In pairs</li> </ol>	effective	-
Teacher role <ol style="list-style-type: none"> <li>1. Feedback given</li> <li>2. Correction given</li> </ol>	effective	-
Learner role <ol style="list-style-type: none"> <li>1. Watching the video</li> <li>2. Participating actively in pairs</li> </ol>	effective	-

From the table above, we could conclude whether Task 1 one was effective since the result of the questionnaires was more than 3.00. Here, there was no suggestion related to all the component. According to the interview, both the teacher and the students agreed to the class.

The evaluation of the task is based on three sources. They are questionnaire, interview and field note. Below is the result of the questionnaire.

**ii. Task 2**

**Table 72. Descriptive Statistics of the Effectiveness of Task 2 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 2 can describe a certain figure after watching the video	15	9	7	5	0	3.94
2.	Task 2 can increase students' vocabulary mastery	14	10	12	0	0	4.05
3.	The instruction and questions as the input are clear	20	8	4	2	2	4.16
4.	The video as the input is easy to be understood	20	8	4	2	2	4.16
5.	The activity is interesting	13	9	11	3	0	3.88
6.	Delivering the answers individually is effective	19	8	5	2	2	4.11
7.	Discussing the question in pairs is effective	16	10	9	1	0	4.13
8.	The teacher explains how to do Task clearly	10	13	6	4	3	3.63
9.	The teacher gives feedback to the students' answers	16	7	5	4	4	3.75
10.	Students can participate actively in the class	18	10	2	6	0	4.11

The result of the questionnaire to know whether the students agree to the task could be seen as follows.

The table shows that the average score of the respondents' agreement toward the questioners ranges from 3.75 to 4.16. The average score or mean is higher than the minimum score; it is 3.00. It can be concluded that the students give good responses and agree



with the task. The data also supported with the result of interview and field note.

### **Goal**

Task 2 is placed as the warming up. The goal of the task is to increase the students' vocabulary mastery related to descriptive text. Because the task related to the vocabulary that will be used to describe people, while the students were watching the video they had to match the pictures in task with the words given. Besides, the task is to build the students' interest in doing the next tasks. From this task the students could deliver their answer based on their knowledge. Because of it, they were very interested in delivering the answer. It could be seen that the task was effective because it was appropriate with the goal.

- R : *"Apakah adik merasa tertarik menjawab semua pertanyaan task 2?"*  
*(Were you feel interested to answer the question on task 2?)*
- S : *"Ya miss. Karena Task nya mudah dan ada gambar-gambarnya."*  
*(Yes, I did. It was because the Task was easy to answer and there were many pictures in the task).*  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

During the try out there was a field note that was written. The field note also showed that the students were interested in answering all the questions.

'The students needed for about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students

one by one to answer the questions. All of them answered it well and follow the activity happily. They enjoyed and interested to the Task.'

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Input**

In relation to the input, the video and the instruction are the input for this task. The clear video and instruction made the students understand them easily so they could get the answer quickly. The following interview could show that the input was effective.

- R : *"Apakah video dan instruksinya jelas?"*  
(Were the video and the instruction clear?)
- S : *"Ya, video dan instruksinya jelas, dan Task 2 nya sangat menarik."*  
(Yes, they were. The video and the instruction in the Task were clear and interesting.)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, all the students could understand the video and the instruction well. Almost of the students could matched and answer all the numbers in the Task 2.

'When one of the students answered the question in Task 2, she gave good answers for number one to three correctly.'  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Activity**

In the relation to the activity, answering the questions through discussed with friends and teacher were done effectively. Here, the students watched the video carefully first then matched the pictures in the Tasks with the words given based on the video. This activities were to increase the students' vocabulary. By doing the activity, the students could finish all the numbers. They followed the activities full of happiness. So in this case they could practice their listening ability. It also could build their visual imagination. The following interview showed that the activity was effective:

- R : *“Apakah adik bisa mengikuti aktifitas Task 2 dengan baik tadi?”*  
 (Could you follow the activities well?)  
 S : *“ Ya miss.”*  
 (Yes, I could.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, that was got during the try out, the activities looked interesting for the students. Every student who wanted to answer the questions tried to answer well and sometimes the teacher asked one of them. There was no student who said that he/she could not answer or did not want to answer.

‘After all the students finished discussing the answers, the teacher asked them to answer the task individually. All the students who wanted to answer could do it well.’  
 (Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Setting**

In relation to the setting, the student discussed the questions with their friends first. Then, the teacher began to ask the students so they could answer the task. Doing this task by discussing and finally answering individually was effective. The time for discussing one number of the Task was not more than 2 minutes. Based on the observation, all the students did these activities well and doing the task happily. It was written on the researcher's field note.

‘All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

The researcher also did the interview with the students. Based on the interview the students felt that doing this task through discussion first made them easier find the answer.

R : *“Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”*  
(Did you get any difficulty to find the answers by discuss it with your friends and deliver the answer individually?)

S : *“Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”*  
(It made us easier to find the answer with our partner although after that we had to answer it individually.)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

### **Teacher role**

In relation to teacher role, the teacher gave feedback to the students' answer. The teacher could explain the Task well. Besides, the teacher also monitored the video. By this task, the teacher had an interaction with the students. The teacher role could be seen from the following dialogue.

- R : “ *Apakah tadi pak guru memberikan komentar atau saran setelah adik memberikan jawaban?*”  
(Did the teacher give comment or suggestion after you delivering your answer?)
- S : “*Ya tentu.*”  
( Yes, he did.)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, the teacher also did his role well. The teacher built communication and gave feedback to the students, like for example: when the students answered number one they had to pronounce the word correctly, so that the teacher would give the correction when they did not pronounce correctly.

‘After the student answered the Task, the teacher gave comment to the answer. The teacher also asked the other students for their opinions whether the answer correct or incorrect. When, the student made mistake in pronunciation he usually corrected it.’  
(Appendix D / Field note 1, February 22<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, all the students could participate actively. Almost of the students got turns to answer the Task and opinion. Here, the students sometimes were asked to spell

the answer correctly by the teacher. Based on the researcher's field note, the students played their role effectively.

‘The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 3<sup>rd</sup> student was asked about her opinion. “Which one is correct?”, asked the teacher. The teacher did it ones, after that he asked the answer one by one and asked them to pronounce the word correctly.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

Based on the interview the students also said that they could be active in these tasks and tried to practice to spell every word correctly.

R : “ *Apakah Adek bisa aktif berkomunikasi aktif di kelas waktu mengerjakan Task 2?*”

(Could you communicate actively with your teacher and friends?)

S : “*Ya, jadi tidak cuma memberikan jawaban saja, tapi juga mengeja hurufnya dengan benar.*”

(Yes, I could, we did not only answer the task but also pronounced the word correctly.)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the analysis above, task 2 was effective to do in the teaching and learning process. The table below could show the conclusion of the analysis.

**Table 73. Conclusion of the Evaluation of Task 2 (Try Out 1 of Unit 2)**

Component	Analysis	Evaluation
<b>Goal:</b> 1. Increase the students' vocabulary mastery 2. Building the students' visual imagination	Effective	–
<b>Input</b> 1. Video 2. Instruction	Effective	–
<b>Activity</b> 1. Watching the video carefully 2. Matching the pictures based on the video 3. Spelling the word correctly	Effective	–
<b>Setting</b> 1. Discussing with friends 2. Answering the Task individually	effective	–
<b>Teacher role</b> 1. Feedback given 2. Explanation given 3. Instruction given	Effective	-
<b>Learner role</b> 1. Participating actively by giving opinion 2. Spelling the word loudly	Effective	-

From the table above, we could conclude whether Task 2 one was effective since the result of the questionnaires was more than 3.00. Here, there was no suggestion related to all the component. According to the interview, both the teacher and the students agreed to the class.

### iii. Task 3

The result of the questionnaire could be seen in the following table. The result will be the sources of students' agree to the task.

**Table 74. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task 3 could be the example of how to pronounce a certain word correctly.	10	13	10	2	1	3.80
2.	The Task 3 could help to pronounce a word correctly based on the word in the video and know the phonetic symbols.	5	15	9	6	1	3.47
3.	The video as the input is clear.	13	10	8	4	1	3.83
4.	The video as the input is interesting.	18	8	4	5	1	4.02
5.	The instruction as the input is easy to be understood.	15	9	6	3	3	3.83
6.	The activities are interesting.	8	12	10	4	2	3.55
7.	Pronouncing every word individually is effective.	12	8	14	2	0	3.83
8.	Spelling the words individually is effective.	17	10	8	1	0	4.19
9.	The teacher gives feedback to the students' pronunciation and spelling.	13	9	11	3	0	3.88
10.	The student could know the phonetic symbols and pronoun it correctly.	13	9	11	3	0	3.88



The table shows that the average score or mean is acceptable. The average score is from 3.47 to 4.19. The minimum acceptance of the average score is 3.00 and the maximum is 5.00. It means that the task was effective. The data are also supported by the result of the interview and field note of each component.

### **Goal**

Task 3 is as model or example of how to use phonetic symbols related to describing people. The form of this task was some words and the phonetic symbols. Through the task, the students were expected to understand the phonetics symbols and know how to pronounce it correctly. Besides, the task is aimed at telling to the students what they are going to learn and giving example the words used so they could understand how to describe people easily. The task is effective for the students because the goal is achievable. It could be seen from the following interview.

- R : *“Apakah Task 3 menjadi contoh bagaimana membaca kata-kata dalam bahasa inggris dengan benar?”*  
 (Could the Task 3 be the model or example of how to pronounce a certain word correctly?)
- S : *“Iya miss.”*  
 (Yes, it could.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, almost of the students could understand what the task about.

‘Before the teacher discussed how to use and pronounce the phonetic symbols. He asked to the students what the Task was about. Almost of the students tried to answer the question although they were in the different sentences and expression. ‘  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Input**

In the relation to the input, the inputs for Task 3 are a video and an instruction. The video and the instruction are effective enough to help the students understand the tasks. From the following interview we could see that the inputs are appropriate.

- R : “*Apakah videonya dan instruksinya jelas?*”  
(Were the video and the instruction clear?)  
S : “*Ya miss jelas.*”  
(Yes, they were)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Here, the students said that phonetic symbols were something new for them. They were really interested to the task and tried to pronounce every words correctly. They also wanted to learn phonetic symbols more and more.

‘The teacher explained the instruction and what the task about. The teacher asked the students whether they understood the task about or not. The students gave respon that they understood it. They gave a good respon, so that the inputs were effective.’  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Activity**

In the relation to the activities, watching the video carefully and pronouncing the words correctly. Here, the students had to know how to read the phonetic symbols. Watching and

pronouncing were done well. The activities are effective to make the students understand the material related parts of the body to describe people. And the most important thing is it could make the students practice their micro skill, pronunciation ability. It could be seen in the interview below.

- R : “*Apakah kegiatan membaca (pronunciation) kata satu persatu dengan menonton video membuat dik bosan?*”  
(Did the activities of pronouncing words one by one make you bored?)
- S : “*Tidak, malah bisa latihan membaca (pronunciation) dengan benar juga mengerti simbol-simbolnya.*”  
(No, they did not. I could pronounce correctly and know the symbols used)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note the activities ran smoothly. All the students could follow the task. Every student who asked to pronounce the word loudly was did it.

‘Before asked the students one by one to pronounce the words, the teacher asked them to watch the video carefully. The teacher asked some students to pronounce a certain word loudly. The teacher said that the students, who did not get turn to pronounce the words, would get turn to answer the task.’  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Setting**

In the relation to the setting, doing this task individually for pronouncing the words run well. Although, they had to pronounce every word individually, they enjoyed the task.

Pronouncing individually made the students was being autonomous learners. It could be seen from the following interview

- R : *“Apakah Adek mengalami kesulitan mengerjakan Task 3 individu?”*  
 (Did you get any difficulty to do the Task 3 individually?)  
 S : *“Tidak juga, soalnya cara membacanya juga sudah dicontohkan dalam video.”*  
 (No, I did not because the video gave the example of how to pronounce every word correctly.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Besides, the field note also showed that pronouncing the words individually and correctly was effective.

‘The student needed about 2 minutes to pronounce a certain word correctly. He could pronounce correctly by watching the video. Moreover, the teacher gave correction when the students were trying to pronounce the words one by one. After that the teacher asked the whole class to pronounce the difficult one, the word which was too difficult to pronounce like for example: the word ‘fingernail’. Almost of the students could follow the task smoothly.’  
 (Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Teacher role**

In the relation to the teacher role, the teacher gave feedback to the students’ pronunciation and correction. Before the students started working, the teacher gave explanation related to the task’s instruction. The teacher also explained the phonetics symbols related to the words were given. By moving around the class the teacher checked the students’ understanding how to read the phonetic symbols. Moreover, the teacher was be a model to give

clearer example how to pronounce a certain word. The following interview could show that the teacher did his role well.

- R : *“Apa saja yang telah Pak Guru lakukan saat kalian mengerjakan Task 3?”*  
 (What did the teacher do while you were finishing Task 3)  
 S : *“Pak guru tadi keliling kelas dan membantu kalau ada tidak mengerti simbol-simbolnya dan memberitahu cara bacanya.”*  
 (He moved around the class and helped us if we got any difficulty at understanding the phonetics symbols and checked our pronunciation.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, the teacher always helped the students and gave responses to the students' pronunciation.

‘When the students started to repeat the video's pronunciation, the teacher always corrected their pronunciation. Related to the pronouncing the words correctly based on the video, the teacher also gave explanation related to the phonetic symbols. Then, he gave response or feedback on the students' pronunciation.’  
 (Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Learner role**

In the relation to the learner role, the task could make the students actively join in the teaching and learning process by watching the video carefully. The students could practice their micro skill, pronunciation through this task. The following interview could show it.

- R : *“Apakah adek bisa praktek melafalkan setiap kata dan mempelajari simbol-simbolnya?”*  
 (Could you practice at pronouncing every word and learn the phonetics symbols?)  
 S : *“Iya”*  
 (Yes, I could.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

It could also be seen from the field note.

‘The students improve their micro skill by repeating after the video. They also learnt the phonetics symbols by paying attention to the teacher explanation. Although the students had to pronounce every word individually, they could be independent learners.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

Based on the components analysis the task that belongs to this group were effective. The students had positive respects and opinions about the tasks. However there was a suggestion for the input of the tasks. It could be seen in the table below.

**Table 75. Conclusion of the Evaluation of Task 3 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Improving micro skill and as the input for the next task 2. Knowing phonetic symbols	Effective	–
Input 1. Video 2. Instruction	Effective	-
Activity 1. Watching the video carefully 2. Pronouncing the words correctly based on the video 3. Reading the phonetic symbols	Effective	-
Setting 1. Individually	Effective	-
Teacher role 1. Feedback given 2. Example and explanation given	Effective	–
Learner role 1. Practice their micro skill pronunciation 2. Read the phonetic symbols	Effective	–

From the table above, we could conclude whether Task 3 one was effective since the result of the questionnaires was more than 3.00. Here, there was no suggestion related to all the component. According to the interview, both the teacher and the students agreed to the class.

**iv. Task 4**

The result of the questionnaire could be seen as follows.

**Table 76. Descriptive Statistics of the Effectiveness of Task 4 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 4 could help the students to start knowing people's description on kind of shapes.	14	10	8	2	2	3.88
2.	The video as the input is clear	16	11	7	1	1	4.11
3.	The video as the input are easy to be understood	8	15	9	3	1	3.72
4.	The activity is interesting	6	17	1 1	2	0	3.75
5.	Writing the meaning of the words based on the video is effective	15	6	1 0	4	1	3.83
6.	Doing the tasks individually is effective	20	10	3	2	1	4.27
7.	The teacher explains what the task about clearly	19	9	7	1	0	4.27
8.	The teacher gives feedback to the students' work	12	10	9	4	1	3.77
9.	The task could help to increase the students' vocabulary mastery related to describing people	13	15	5	2	1	4.02
10.	The task could help students to participate actively in the learning process	10	13	4	8	1	3.61

Based on the table above, the average score shows that the task is effective. The respondents give good responses and it could be seen from the result. The average score of the respondents' agreement toward the questionnaire ranges from 3.61 to 4.27. It means that the respondents or the students agree to the Task. It is supported by the interview and field notes of each component

### **Goal**

Task 4 is watching the video on kinds of the shape carefully, and then writes the meaning of the words based on the video. The goal of this Task is to check the students' vocabulary related to describing people. Through this Task the students could increase their vocabulary related to descriptive text in describing certain people that are needed. Since the goal could be achieved the Task is efficient. It could be seen from the following dialogue

- R : *“Apakah Task 4 dapat menambah kosakata adik dan pemahaman adik tentang cara mendeskripsikan seseorang?”*  
 (Could Task 4 increase your vocabulary and your comprehension related to describing animals?)
- S : *“Setelah mengerjakan Tasknya, jadi menambah kosakata saya dan jadi lebih tahu kosakata untuk mendeskripsikan seseorang.”*  
 (After doing that Task, I know a lot of vocabulary and more understand the vocabulary was used in describing people.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Field note was also used to get the data. From the following field note, it could be seen that the goal was achievable.



‘Before the students started to do the task, the teacher always explains what the task about. Then the teacher gave time to the students at watching the video three times carefully while they were writing the meaning of the words in the Task. Almost all the students gave correct answers in Task 4.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Input**

In relations to the input, the inputs in this Task are the video and the instruction. The video as the input is about two minutes. The students could find the meaning of the words by watching the video carefully. As the input, the instruction could be understandable. Here, the teacher sometimes needed to explain to certain students what the instruction about. The inputs were related to describing people. Based on the interview the input are effective.

R : “*Apakah video dan instruksi yang disediakan jelas?*”  
(Are the video and the instruction available clear?)

S : “*Ya mbak jelas dan mudah.*”  
(Yes, they are clear and easy)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The other data were obtained from the field note. The following field note also shows that the inputs are effective.

‘After all the students finished doing the Task individually, the teacher asked them whether the video and the instruction were clear or not. Almost of the students said that it was clear. However, some of them needed further explanation related to the instruction.’  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Activity**

In relation to the activity, watching the video carefully, then writes the meaning of the words based on the video. By doing Task 4, the students could increase their vocabulary arelated to describing people. It also could be used to check the students' understanding. The students did the activities well. Through this activity they could know the vocabulary used to describe people. So, after completing it, they could make description related to describing people in the next Task. The activities in the tasks are suitable as the guidance Tasks (presentation Task) and for doing the next Tasks. The following interview showed that the activity ran well.

R : *“Apakah kegiatan pada Task 4 menarik?”*  
(Was the activity in Task 4 interesting?)

S : *“ Ya, menarik.”*  
(Yes, it is.)

(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

The situation could also be seen in the field note that the activity ran well.

‘The students started to do the Task by watching the video first. Before the students gave their answers one by one the teacher asked them whether they need an example or not. The students said that they did not need it. After that, the teacher asked one by one to give their answers and sometimes also asked them to spell the words correctly.’

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Setting**

In relation to the setting, working individually in doing Task 4 is effective. They could try by themselves to finish the Task. Here, the students were expected to be autonomous learners. After that the students present their answers one by one in turn. The setting is effective for this Task.

- R : *“Apakah menjawab pertanyaan Task 4 secara individu terlalu sulit?”*  
(Was filling the blank in the dialogue individually difficult do?)
- S : *“Ya, lumayan kalau ngerjian sendiri jadi bisa lebih tambah banyak vocabnya”.*  
(Yes, it was. By doing individually we could increase our vocabulary more and more)  
(Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note all the students finished the task well. The field note was written during the learning process.

‘The students started to finish the task individually while they were watching the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends if they got difficulty.’  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher helped them to finish the task by giving explanation related to the instruction. The teacher also gave them a chance to watch the video three times. Besides, the teacher also gave

feedback on the students' work. The following interview could show that the teacher did the role well.

- R : *"Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan Task 4?"*  
 (What did the teacher do when you did the Task 4)
- S : *"Melihat pekerjaan kami dan membantu sambil berkeliling."*  
 (He moved around to see our work and helped us)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

Based on the field note, the teacher helped the students when they did not understand or got any difficulty. The teacher also moved around the class.

'The teacher moved around the class to see the students' work. He helped the students who got confusing to do it and gave explanation.'

(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

### **Learner role**

In relation to the learner role, the students had a chance to do the Task individually based on the video given. By doing this Task, the students not only listened the teacher's explanation related to the instruction and the Task about but could check their understanding related to kinds of shape to describe people's face. The students could increase their vocabulary mastery by doing this Task. They also could be practice to spell correctly. The following dialogue could show it.

- R : *"Bisakah Adik ikut aktif mengerjakan Task 4 tadi?"*  
 (Could you finish the Task4 actively?)
- S : *"Iya Miss bisa. Kan tadi mengerjakan secara individu."*  
 (Yes, I could. Because we had to do the task individually.)  
 (Appendix E / Interview 7, March 3<sup>rd</sup>, 2010)

It could also be seen in the field note. The students had to do the Task individually and tried to finish it by themselves.

‘The teacher asked the students to do the Task individually and sometimes the teachers asked them to spell the words correctly. The teacher also built discussion by asked other students whether their friend had correct answer or not.’  
(Appendix D / Field note 7, March 3<sup>rd</sup>, 2010)

Based on the analysis above, the Task is effective. The task could be done well. Because of it, there was no revision.

**Table 77. Conclusion of the Evaluation of Task 4 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Checking student's vocabulary mastery</li> <li>2. Practicing their spelling</li> </ol>	Effective	–
Input <ol style="list-style-type: none"> <li>1 Video for about two minutes</li> <li>2 Instruction</li> </ol>	Effective	–
Activity <ol style="list-style-type: none"> <li>1. Watching the video carefully</li> <li>2. Finding the meaning of the words based on the video</li> <li>3. Spelling a certain word correctly</li> </ol>	Effective	–
Setting <ol style="list-style-type: none"> <li>1. Individually</li> <li>2. Sometimes the whole class</li> </ol>	effective	–
Teacher Role <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Feedback given</li> <li>3. Correction given</li> </ol>	effective	–
Learner role <ol style="list-style-type: none"> <li>1. Checking the understanding related to vocabulary mastery</li> <li>2. Practicing to spell</li> </ol>	effective	–

From the table above, we could conclude whether Task 4 one was effective since the result of the questionnaires was more than 3.00. Here, there was no suggestion related to all the component. According to the interview, both the teacher and the students agreed to the class.

**v. Task 5**

The students' response about the Task could be seen from the result of the questionnaire. The questioner covers the components of the task.

**Table 78. Descriptive Statistics of the effectiveness of Task 5 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 5 helps to practice students' pronunciation related to parts of the body.	14	12	8	1	1	4.02
2.	Task 5 improves the students' spelling and checking their vocabulary related to people's description.	10	9	11	4	2	3.58
3.	The video as the input is clear.	10	11	8	6	1	3.63
4.	The activities are interesting and run well.	16	9	5	4	2	3.91
5.	Playing the game related to people's description in pairs is effective.	18	7	8	3	0	4.11
6.	Asking two of your friends to stand up in front of the	17	8	8	0	3	4.00

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
	class and one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned are effective.						
7.	Spelling the words is effective	20	9	5	1	1	4.27
8.	The teacher gives feedback to the students related to what they have done at playing the game.	21	6	6	3	0	4.25
9.	The Task could build interaction with friends and the teacher.	23	8	4	1	0	4.47

The table shows that the mean or the average score of the respondents' agreement toward the questioners ranges from 3.56 to 4.47. As a matter of fact, the minimum acceptance of the average score or mean is 3.00 and the minimum score is 5.00. Therefore, it can be concluded that the students agreed to the Task and that the task was effective. This is also supported by the result of the interview and field note of each component.

### **Goal**

Task 5 is about playing the gamerelated to people's description in pairs in front of the class. The goal of this Task is to make the students active in the class and could communicate with their friends actively. Through this Task, the students were expected to

practice their micro skills, pronunciation and spelling ability. The following interview could show that the goal was achievable.

- R : *“Apakah Task 5 membantu Adik meningkatkan keterampilan melafalkan kata dengan tepat sekaligus mengejanya?”*  
 (Could Task 5 improve your micro skill, pronunciation and spelling skills?)
- S : *“Ya dung Miss”.*  
 (Yes, it could.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The following field note also shows that the goal is achievable.

‘The students got a chance to play the game. Here, two of them were asked to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. By having this Task the studnets practiced their pronunciation, spelling, and increased their vocabilary mastery. The students played the game hapilly text.”  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Input**

The input of this task is the instruction. As the input, the instruction could provide situations in playing the game. However, it is not complete enough. Based on the students’ suggestions the instruction should be completed with the number of the parts that should be mentioned by them in order to be their limit. It could be seen from the field note.

‘When the students started to do Task 5, many students asked the teacher how many parts of the body they should mention and chose. Then, the teacher explained to them whether they had to mention five parts as the minimal requirement. Some students



asked that it should complete with how to spell or not. And the teacher answered if I ask you, so you have.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

The interview was also done with the teacher. There was a suggestion from the teacher related to the instruction.

R : *“Menurut Bapak apakah input dalam Task 5 sudah cukup jelas dan menarik?”*

(Do you think the input in Task 5 is clear and interesting?)

T : *“Saya kira sudah.”*

(Yes, I do. It think.)

R : *“Selain itu bagaimana dengan instruksinya pak, jelas tidak?”*

(Is the instruction clear?)

T : *“Nah itu mbak, untuk yang model Task kaya gini, juga dilengkapi dengan berapa banyak yang harus disebutkan, tadi juga ada yang bertanya perlu di spell atau tidak. Jadiswanya tidak bingung lagi dan bertanya-tanya soal instruksinya.”*

(I think for this Task, the instruction of how many parts of the body they had to mention, and did they have to spell every word or not should be added so that the students did not confuse to the Task given. So, they could do the Task actively and do not need to ask the teacher again and again.)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

### **Activity**

In relation to the activities, playing the game, asking two of the students to stand up in front of the class, then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. All the activities could increase the students’ confidence to perform in front of the class and could increase their vocabulary mastery. By doing these Tasks the students could practice their micro skill, pronunciation and spelling ability. The activity was interesting because all the students did it

happily. They looked happy because they could play together while they were learning.

- R : *“Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”*  
 (Did the activity make happy you and did it run well?)  
 S : *“Ya Miss.”*  
 (Yes, it did)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

From the field note the activity also ran well. All the students that were asked to perform the dialogue did it happily.

‘After the teacher was sure that the students played the game correctly and pronounced every word correctly. He asked some students to perform. The students wanted to do that and other students paid attention. The other students sometimes gave correction.’  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Setting**

The setting for the task is working in pairs. Doing the task in pairs was effective for task. The game needed 2 persons to stand in front of the class. One of the student had to mention the parts of the body in English and other touched the part of the body that is mentioned. The students also did not feel hard to finish the task in pairs. The following interview could show it.

- R : *“Apakah bermain kata dengan menyebutkan bagian-bagian dari tubuh secara berpasangan terlalu sulit?”*  
 (Is playing the game by mentioning part of the body in pairs difficult?)  
 S : *“Tidak, malah seru soalnya bisa bermain sambil belajar miss.”*  
 (No, it is not. It is really interesting, because we could play the game while we were studying.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

From the observation during the try out the setting in pairs was suitable for the tasks. It could be seen in the field note.

‘Every student played the game happily. They could work together with their partner. Although, they sometimes laughed because they were shy to perform in front of the class. Here, they got free to choose their partner, so they did not spend much time to find the partner. It was because their partner was their table mate and some of them join with their soulmate.’

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did his role well. The teacher gave feedback on the students’ work in playing the game and pronouncing every word. The teacher helped the students to spell the word correctly if they got any difficulty.

- R : *“Apa yang sudah Pak Guru tadi lakukan selama kalian melakukan permainan pada Task 5?”*  
(What did the teacher do when you were playing game on Task 5?)
- S : *“Membantu mengecek pelafalan dan spelling kita.”*  
(He helped to check our pronunciation and also our spelling.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the field note, the teacher did a good job there. The teacher not only sat down and gave task but also gave feedback and helped the students in doing the Task.

‘The teacher stood in front of the class and sometimes moved around the class when they played the game in pairs. The teacher gave feedback and comment about the students’

pronunciation and spelling. He always corrected their mistakes and he also asked some of the students to give correction.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, being active in the class is achievable. The students performed in front of the class by playing the game. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. They had to mention five parts minimally. Some of the students also gave feedback by giving correction to their friends that had performed in the class. Through this Task, the students could be active to interact with their friends. It could be seen from the following interview.

- R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you be active to interact with your friend?)
- S : “*Ya,soalnya pak guru tadi juga menyuruh kita mengoreksi pelafalan dan pengejaan teman yang sedang bermain di depan.*”  
(Yes, we could. The teacher asked to give correction to our friends pronunciation and spelling.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the field note, the students got chance to communicate with their friends and follows the teaching and learning process actively. Through playing the game they could have interaction.

‘The students performed the game in pairs. The students build interaction by standing up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

Based on the analysis above, the Task is effective.  
 However, there is a suggestion from the teacher and the students.  
 The suggestion is related to the input.

**Table 79. Conclusion of the Evaluation of Task 5 (Ttry Out 1 of Unit 2)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
<b>Goal</b> 1. Building students' interaction with their friends 2. Improving the students' micro skills, pronunciation and spelling 3. Increasing their vocabulary mastery	Effective	–
<b>Input</b> 1. Video 2. Instruction	Ineffective	The instruction should be clear, it should also be completed with how many parts of the body that the students had to mention, then they had to do in turn or not.
<b>Activity</b> 1. Playing the game 2. Asking two of the students to stand up in front of the class 3. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned	Effective	–
<b>Setting</b> 1. Working in pairs	Effective	–
<b>Teacher role</b>	Effective	–

(Continued)

(Continued)

Component	Analysis	Evaluation
1. Feedback given 2. Checking the students' pronunciation and spelling		
Learner role 1. Communicating with their friend 2. Practicing their micro skills, pronunciation and spelling	Effective	—

From the table above, we could conclude whether Task 5 was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. The instruction should be clear, it should also be completed with how many parts of the body that the students had to mention, then they had to do in turn or not.

#### vi. Task 6

The sources of the data were taken from questionnaires, interview and the field notes. This is the result of the questionnaires.

**Table80. Descriptive Statistics of the Effectiveness of Task 6 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 6 improves the macro skill, speaking skill.	16	10	4	5	1	3,97
2.	Task 6 could improve the understanding about the descriptive text related to describing people.	20	9	4	3	0	4,27
3.	The video as the input is clear.	15	12	1	1	7	3,75
4.	The video as the input is easy to be understood.	17	11	5	0	3	4,08
5.	The the instruction as the input is easy to be understood and clear.	23	8	3	2	0	4,44
6.	The activity is interesting.	18	12	4	1	1	4,22
7.	The activity could be less boring.	12	15	6	0	3	3,91
8.	Finishing the Task in pairs is effective.	19	1	10	4	2	3,86
9.	The teacher could guide in doing the Task.	21	9	5	1	0	4,38
10.	The Task could help to build communication and interaction with friend	23	5	3	3	2	4,22

The table shows that the average score is higher than 3.00. It means that the result of the questioner shows that the task was effective since the respondents gave good responses. The range of the average score is from 3,75 to 4,38. The result of the questionnaires was also supported with the interview and the field note of every component.

### **Goal**

Task 6 is at working in pairs and watches the video carefully. Then, discuss the questions followed. The goal of the Task is to improve the students' interaction and communication with their friends. Besides, the task is aimed at improving the students' understanding about the material that they got before and they had to be learnt. Through this Task the students hopefully could learn happily. Based on the interview below we could know that the goal was achievable.

- R : *“Apakah dengan Task 6 tadi Adik bisa berkomunikasi dan berinteraksi dengan teman?”*  
 (Could you have a communication and interaction with your friend through the Task 6?)
- S : *“Iya mbak, tadi berdiskusi dengan teman sebangku”*  
 (Yes, I could. I had discussed with my partner about the question related to video given.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication with their friends.

‘The students worked in pairs to finish the game. Every student had to answer the Task if the teacher asked him/her. They had interacted with one another. They built communication with their friends.’  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Input**

In relation to the input, the task has a clear instruction of doing the Task 6. The instruction was written in details. Besides, there was a video as the example for the students. The video was describe the characteristics of someone. It was about two minutes.



Since the students could do the Task well, the instruction and the video were effective. The following interview could show it.

R : *“Apakah tadi instruksi dan vidionya jelas?”*  
(Were the instruction and the video clear?)

S : *“Iya jelas karena detail.”*  
(Yes, it were. They were detailed.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The other data were taken in the field note. The data show that the students could understand the instruction and also the video given.

‘Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about and also asked them to watch the video carefully. They could do it well.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Activity**

In relation to the activities, the Task were working in pairs and watching the video carefully. Then the students had to discuss the questions followed. The activities of the Task were effective. All the students did the Task well with their partner. Some of them moved around the class and ask their friends to finish the Task correctly by looking their friends’ works. The Task could attract the students’ interest because the Task was related to their friends’ characteristics. Every student tried to finish the Task smoothly. The following interview could show that the activities were effective.

- R : “*Apakah aktivitas Task 6 menarik?*”  
(Were the activities of Task 6 interesting?)
- S : “*Iya mbak.*”  
(Yes, it was.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)  
The other data also showed that the students did the activity well.

‘All the students worked in pairs happily at working in pairs and watching the video carefully. Then, they discussed and answered the questions. Some of them moved around the class to finish the game.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the task was done in pairs. They did it with their partner. The setting of the Task was effective. It was because the Task was too difficult to do individually. All of the students could finish the Task well and happily. In the following interview it could be seen.

- R : “*Apakah ada kesulitan menyelesaikan Task 6 dengan berpasangan seperti tadi?*”  
(Was there any difficulty to finish the Task in pairs?)
- S : “*Tidak, justru lebih mudah soalnya bisa berdiskusi dengan teman sebangku.*”  
(No, it was not. It was easier because we could discuss with our partner.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The situation could also be seen from the field note. The students cooperated with each other to finish the Task.

‘All students did the Task smoothly. Every student looked enthusiastic in doing the Task. So they had roles in the Task by discussing with their friends. The students also looked enjoyable

doing the Task 6. Working in pairs made them learn to cooperate with each other.”

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did the role well. The teacher explained in details what they were going to do in the Task. The teacher maintained the time for doing the Task and watching the video. After the time was over, the teacher checked the students' works by asking them one by one to tell the result of their discussion. The following interview could show the role of the teacher.

R : *“Apa yang dilakukan Pak Guru tadi selama adik mengerjakan Task 6?”*

(What did the teacher do during the Task 6?)

S : *“Beliau menjelaskan caramengerjakan Tasknya dan memberi koreksi juga juga sambil menunjuk satu persatu.”*

(He explained the way how to do the Task and gave correction to the students' works by asking them one by one.)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Besides doing an interview, the researcher used field notes to get the data. The following field note showed the teacher role was effective.

‘The teacher explained the instruction clearly. During the time when the students watched the video the teacher guided them how to do the Task and gave support. The teacher also maintained the time.’

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, the learner had an important role. It was because of the tasks done by all of the students. The tasks could not run well without the participation of the students. The students could communicate and interact with friends. The students were the subject in doing this Task. They discussed the Task with their partners smoothly.

- R : *"Apakah Adik ikut berperan aktif waktu menyelesaikan Task 6 tadi?"*  
 (Were you active in Task 6?)
- S : *"Ya, mbak. Kan diskusi berdua."*  
 (Yes, I was, because we could discuss with our partner.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The field note also showed the same situation, that the learner could be active in that Task.

'The learner did the Task with their partner and the teacher just guided while he was palying the video. All the activity was done by the students. They could be communicating actively through doing the Task.'  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could finish the task well. Through this task they could learn happily. There was no evaluation for this task.

**Table 81. Conclusion of the Evaluation of Task 6 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building interaction and communication with friends</li> <li>2. Improving students' understanding about the materials related to describing people characteristics</li> <li>3. Communicating actively</li> </ol>	effective	–
Input <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Video</li> </ol>	effective	
Activity <ol style="list-style-type: none"> <li>1. Work in pairs and watch the video carefully</li> <li>2. Discussing the questions</li> </ol>	effective	–
Setting <ol style="list-style-type: none"> <li>1. Working in pairs</li> </ol>	effective	
Teacher role <ol style="list-style-type: none"> <li>1. Explanation given</li> <li>2. Guiding the students</li> </ol>	effective	–
Learner role <ol style="list-style-type: none"> <li>1. Communicating actively in a class</li> </ol>	Effective	–

From the table above, we could conclude whether Task six was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to all the components. The teacher and the students agreed to the Task and thought whether the Task was effective.

vii. **Task 7**

The result of the questionnaire to know whether the students agree on the task could be seen in the following table.

**Table 82. Descriptive Statistics of the Effectiveness of Task 7 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 7 improves the speaking skill by answering the questions orally.	15	9	6	5	1	3.88
2.	Task 7 could lessen the boredom in learning.	21	12	2	1	0	4.47
3.	The instruction as the input is easy to be understood.	19	13	3	0	1	4.36
4.	The video as the input is clear.	23	10	1	1	1	4.47
5.	The activity is interesting.	18	17	1	0	0	4.47
6.	Doing the Task in individually is effective.	20	10	5	0	1	4.33
7.	The teacher could guide and give the example how to do the task.	22	9	3	2	0	4.36
8.	The Task could help to be active in the class orally.	15	12	6	1	2	4.02

Table shows that the mean or the average score ranges from 3.88 to 4.47. The average score shows that the students as the respondents agree on the Task. It means that the Task was effective. The other data to know the effectiveness of this Task could be seen from the interview and the field note of each component.

### **Goal**

Task 7 is watching the video and answering the questions followed. The Task had to answer individually and orally. The goal of this Task is making the students communicate and interact with the teacher in the class. Because the students had to be autonomous learners while they were finishing the Task. The students could also improve their understanding by watching the

video three times. Through this task they could study happily. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan mengerjakan Task 7 tadi adik bisa berkomunikasi dan berinteraksi aktif di kelas?”*  
 (Could you have a communication and interaction actively in the class while you were doing the Task 7?)
- S : *“Iya mbak.*  
 (Yes, I could.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication in the class with their teacher and friend.

‘The student watched the video and answered the questions followed. They had to do the Task individually. One of them was asked by the teacher to answer one of the question orally. Fortunately, he could answer the question correctly. Then, the teacher asked other students one by one. All the questions were done smoothly.’  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Input**

In relation to the input, the task had a clear instruction and video to do the Task individually and orally. The instruction was written in details. However, some of the students asked the teacher whether they should do the Task individually or in pairs. There was also a video that was played three times to make the students easier in doing the Task. Since the students could do the Task 7 well, the

instruction was pretty effective. The following interview could show it.

- R : *“Apakah tadi instruksi dan videonya jelas?*  
(Were the instruction and the video clear?)
- S : *“Iya mbak, tapi sedikit kurang jelas, harus dikerjakan sendiri atau dengan teman sebangku.”*  
(Yes, they were. However, the instruction should be clearer by adding whether the Task had to finish individually or in pairs.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The other source of the data was taken in the field note. The data showed that the students could pretty understand the instruction.

‘The teacher asked the students to read the instruction first before they started doing the Task. Then, the teacher asked some students to explain it and explained how to do the Task. Unfortunately, some of them still asked the teacher whether they should do the Task individually or in pairs. The students could do it well.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, watching the video and answering the questions followed individually. The Task was effective to lessen the students’ boredom in learning. The students did the Task orally by watching the video three times. The activity of Task 7 ran well. The students who were asked to answer the question orally did it well. The following interview could show it.

- R : *“Apakah aktivitas Task 7 menarik?”*  
(Was the Task 7 interesting?)



S : *“Iya menarik mbak. Jadi lebih bisa soalnya kerja individu.”*  
 (Yes, it was. We were more understand because we did individually.)  
 (Appendix E / Interview 8, March 6<sup>h</sup>, 2010)

The other data also showed that the students did the activity well.

‘There was a student who was asked by the teacher to answer the question number one. She could answer it although some of them also gave their answer. Here, some of other students always gave their answer when the teacher asked one of them. So, they were really enthusiastic to answer all the questions based on the video orally. The Task was ended after some of them could answer the questions. ’  
 (Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Setting**

The task was done individually. Doing the Task 7 individually could improve their ability in arranging good sentences and also increase their confidence to be autonomous learners. So that the Task was effective since the students did it smoothly. And they were very happy in doing the Task while they were watching the video, because it was something new for them, doing the Task based on the video. Here, they also could be more creative in arranging the sentence. In the following interview it could be seen.

R : *“Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”*  
 (Was there any difficulty to finish the Task 7 individually?)  
 S : *“Kalau individu jadi lebih mengerti miss walaupun sedikit lebih sulit.”*

(If we did individually we would more understand,  
although it was quite bit difficult to be autonomous learners.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The situation could also be seen in the field note.

‘The students did the Task individually and they answered the questions orally based on the video that was played by the teacher. Although they answered the Task directly, they could do it well. Almost of the students did not get difficulties in answering the questions. Some students still needed some guidance from the teacher at arranging the sentence.’

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to do the Task. The teacher also participated in that Task by gave correction to their pronunciation and arranging the sentences. He also gave like such example whether the sentence should have subject, predicate minimally. The Task could build the students’ confidence and creativity related to be an autonomous learners. The students also admitted that the teacher did the role well. It could be seen in the following interview.

R : “*Apa yang Pak guru lakukan selama kalian mengerjakan Task 7 secara individu?*  
(What did the teacher do when you were doing Task 7 individually?)

S : “*Beliau memberi contoh, beliau juga memberi penjelasan dan memandu penyusunan kalimat dengan benar.*”  
(The teacher gave example, he also gave explanation and guided us to arrange a sentence.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The data were taken from the field note.

The same as Task 6 the students were the subjects who did the Task 7. They could do the Task individually although some of them needed teacher's help to arrange the sentence correctly. Here, the students could increase their speaking skill and their confidence to speak. And also they could communicate and interact with their friends and their teacher. They could practice their speaking ability by answering the question orally. The following interview could show it.

The situation could also be seen in the following field note.

‘There was a student who needed the teacher’s help at arranging the sentences. The other students were enthusiastic to get the next turn, some of them always gave their answer although the teacher did not asked them to answer. All the activities were done by the students. They could practice their macro skill, speaking by answering the Task orally.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

Based on the analysis of the components, there is an evaluation for this task. The evaluation should be done on the setting to finish the task.

**Table 83. Conclusion of the Evaluation of Task 7 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building interaction and communication with the teacher</li> <li>2. Improving students' macro skill, speaking and</li> <li>3. Increasing students' confidence to speak actively</li> </ol>	Effective	—
Input <ol style="list-style-type: none"> <li>1. Instructions</li> <li>2. Video</li> <li>3. Example</li> </ol>	Effective	-
Activity <ol style="list-style-type: none"> <li>1. Watching the video and</li> <li>2. Answering the questions followed individually.</li> </ol>	Effective	—
Setting <ol style="list-style-type: none"> <li>1. Working individually</li> </ol>	Ineffective	It would better if the Task was given clearer instruction by adding “doing individually”
Teacher role <ol style="list-style-type: none"> <li>1. Explanation given</li> <li>2. The teacher's guidance</li> </ol>	Effective	-
Learner role <ol style="list-style-type: none"> <li>1. Watching the video three times</li> <li>2. Answering the questions based on the video individually</li> <li>3. Communicating actively in a class</li> </ol>	Effective	—

From the table above, we could conclude whether Task seven was effective since the result of the questionnaires was more

than 3.00 and there was only setting for revision. It would better if the Task was given clearer instruction by adding “doing individually”

viii. **Task8**

The result of the questionnaires to know whether the students agreed on the Task could be seen in this following table.

The questionnaire covers 6 components of the task, goal, input, activity, setting, teacher role, and learner role.

**Table 84. Descriptive Statistics of the Effectiveness of Task 8 (Try Out 1 of Unit 2)**

No	Statement	Skor					Mean
		5	4	3	2	1	
1.	The task could be the step at checking the students' understanding in comprehend the video.	12	18	6	0	0	4.16
2.	The questions could help to understand the content of the video that would be used in the next task.	18	10	6	2	0	4.22
3.	The video and the instruction as the input are clear.	10	15	8	3	0	3.88
4.	The video and the instruction as the input are interesting.	14	11	9	2	0	4.02
5.	The activity of answering questions orally is interesting.	11	16	7	1	1	3.97
6.	The activity of answering the questions directly is interesting.	17	13	5	1	0	4.27
7.	Answering the questions based on the video is effective.	13	10	9	3	1	3.86
8.	Delivering the answer individually is effective.	16	13	6	1	0	4.22
9.	The teacher gives feedback to the students' work/answer.	20	12	3	1	0	4.38
10.	The Task helps students to communicate and speak actively.	8	19	6	3	0	3.88

The table shows that the average score of the result is higher than 3.00. The range is from 3.86 to 4.38. It can be concluded that the students agreed on the task and that the task was effective. The other data can also be seen in the interview and field note of every component.

### **Goal**

Task 8 was watching the video. Then, the students had to choose whether the statements are true or false, write (T) if the statement is true and (F) if the statement is false. The Task presented in the form of direct answer. Task 8 was aimed to check students' understanding in responding question and comprehending the content of the video. By answering the questions, the students could arrange sentences orally by giving the reason of their answers. The questions were related to the next Task. Based on the interview, the goal was achievable.

- R : *"Apakah Task 8 bisa menjadi contoh mendeskripsikan seseorang?"*  
 (Could the Task 8 the model or example of how to describe people characteristics?)
- S : *"Iya mbak, soalnya videonya juga menjelaskan ciri-ciri tertentu secara detail."*  
 (Yes, it could. The video showed us people characteristics in details.)  
 (Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The other data could be seen in the following field note

'The teacher asked the students to find the reason why they answered "True or False". All the statements could be found

in the video whether they true or false. The students then gave the reason correctly based on the video.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Input**

The inputs of this task were the video and the instruction. The video and the instruction were effective because the students gave a good response to the inputs. The statements were based on the video could be found while they were watching the video three times. The students could find the answers from the video that was played by the teacher. Based on the last interview in Task 8, the instruction should be added by clearer setting, doing individually or in pairs. However, both of the inputs were effective. It could be seen in the interview.

- R : “*Apakah vidio dan instruksinya jelas?*”  
(Were the video and the instruction clear?)  
S : “*Ya mbak jelas, keduanya berhubungan.*”  
(Yes, they were. Both of them were related to each other.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The field note also showed that the inputs could be used effectively.

‘The students gave the reason while they were answering the Task. They answer the question indiviually based on the video. They could find the answers by watching the video three times. All the students could find the answers correctly.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Activity**

The activities in Task 8 were watching the video, then the students had to write (T) if the statement is true and (F) if the statement is false. The Task could help the students to practice their speaking ability and also their micro skill, pronunciation. Moreover, the students could practice at arranging the sentence directly. Both of the activities could run well. It could be seen in the following interview.

- R : *“Apakah kegiatan menjawab pertanyaan berdasarkan video dan memberikan alasannya membuat bosan?”*  
(Did the activities of answering questions and giving the reason make you bored?)
- S : *“Tentu tidak. Kan bisa sekalian praktek berbicara secara langsung tapi malu.”*  
(No, they did not. Here, we could also practice our speaking ability, although I was really shy.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The field note also showed that the activities ran well. All the students finished the Task well.

‘The students delivered the answers well. Although, they sometimes needed the teacher’s help to arrange the reason. The teacher then asked the students to arrange every sentence correctly. The students did it well one by one. There were about 6 students who gave their answers and reasons.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students worked individually and orally. The students answered the questions and gave the reason related to their answers individually too. Then they did the



Task by getting the teacher's help to arrange the reasons correctly.

The setting was effective since they could finish and did the task well. The following interview could show it.

R : *"Apakah menjawab pertanyaan secara individu terlalu sulit?"*

(Was answering the questions individually difficulty for you?)

S : *"Tidak mbak, karena jawabannya ada pada video yang ditonton tadi."*

(No, it was not. The answers were on video that we have watched.)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The other data could be seen in the field note.

'The students finished answering all the questions individually. Then they also delivered the answers and the reasons by themselves. Here, the teacher also helped them to arrange the sentences. After that the students had to arranged the sentences correctly by themselves.'

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted that that the teacher did his role well.

The teacher always gave feedback to the students' answers and discussed the answers with them. The teacher also corrected the students' pronunciation when they gave the answers and helped to arrange the sentences correctly. Here, the following interview could show it.

R : *"Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 8?"*

(Did the teacher give comment or evaluation when you did Task 8?)

S : *"Iya mbak."*

(Yes, he did)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

From the field note, it is clear the teacher could do his role well.

‘After the students delivered the answers and the reasons, the teacher gave comment and feedback to the answers and the reasons. The teacher also corrected their pronunciation.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could actively communicate with teacher and friends. The learners also got the chance to practice their macro skill, speaking. Here, they also practiced their micro skill, pronunciation. It could be seen from the following interview.

R : *“Apakah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?”*

(Could you communicate actively with friends and teacher?)

S : *“Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikan jawaban dan praktik menyusun kalimat dengan benar, juga saling memberi koreksi dengan teman.”*

(Yes, I could. I had a short discussion with the teacher when delivering the answers and the reasons, I also practiced arranging the sentence and then we corrected each others with my friends.)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The situation was also showed in the field note. The students communicated well with their friends and the teacher

when they gave opinion to each other and gave such of reason related to the statements. It could be seen in the following field note.

‘The students discussed the answers with the teacher by giving the reason related to the statements. The teacher then asked the other students to give opinions.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this task and they could finish the task well.

**Table 85. Conclusion of the Evaluation of Task 8 (Try Out 1 of Unit 2)**

<b>Components</b>	<b>Analysis</b>	<b>Evaluation</b>
Goal 1. Comprehending the video related to describing people 2. Practicing macro skill, speaking ability	Effective	—
Input 1. Instruction 2. Statements 3. Video	Effective	The instruction should be clearer by adding the clearer setting to avoid the students' confusing.
Activity 1. Watching the video. 2. Writing (T) if the statement is true and (F) if the statement is false and giving the reasons 3. Arranging every sentence correctly dialogue	Effective	-
Setting	Effective	-

(Continued)

(Continued)

Component	Analysis	Evaluation
1. Individually		
Teacher role 1. Feedback and comment given 2. Explanation given	effective	—
Learner role 1. Practicing macro skill, the speaking ability 2. Having interaction or communication with friends and teacher 3. Practicing to pronounce every word correctly and arranging every sentence correctly	effective	—

From the table above, we could conclude whether Task eight was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. The instruction should be clearer by adding the clearer setting to avoid the students' confusing.

ix. **Task9**

The result of the questionnaire as the data to know the effectiveness of Task 9 could be seen in the following table.

**Table 86. Descriptive Statistics of the Effectiveness of Task 9 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 9 could help to understand and comprehend the video	14	11	6	2	3	3.86
2.	The video as the input is clear	23	12	1	0	0	4.61
3.	The video as the input is easy to be understood	17	8	1 0	1	0	4.13
4.	The activity of answering the questions is less boring	13	16	6	1	0	4.13
5.	The activity of watching the video while answering the questions is interesting	16	9	5	4	2	3.91
6.	Answering the questions based on the video is effective	20	10	5	0	1	4.33
7.	Answering the questions in pairs is effective	19	1	1 0	4	2	3.86
8.	The teacher gives feedback to the students' work	21	6	6	3	0	4.25
9.	The Task could help to practice their macro skill, listening speaking abilities	23	5	3	3	2	4.22
10.	The Task could help the students to participate actively in the learning process	10	13	4	8	1	3.63

The table shows that the average score of the respondents' agreement toward the questionnaire ranges from 3.63 to 4.61. It could be concluded that the students agreed on the task and the task was effective. It is because the minimum acceptance of the average

score is 3.00 and the maximum score is 5.00. The other data could be seen from the interview and the field note based on each component.

### **Goal**

Task 9 was watching the video carefully and discussing it with their partners. Then, answering the questions followed. The Task was presented in the form of question and answer based on the video. The goal of this task is to check the students' comprehension about the video given and improved their knowledge to describe someone. In this task the students should answer the questions in pairs. Through this task the students are also expected to practice their macro skill, speaking ability. The following dialogue could show it.

- R : *Apakah Task 9 dapat menambah pemahaman adik tentang mendeskripsikan seseorang tadi?*  
(Could Task 9 add your comprehension about how to describe someone?)
- S : *“Ya, mbak. Karena kita dapat melihat contoh mendeskripsikan seseorang di videoyang di putar tadi.”*  
(Yes, it did. We could find the example of how to describe someone by watching the video.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The following field note also shows that the goal was achieved.

‘The teacher asked the students to watch the video carefully and discuss it with their partner. Here, the students had to answer

the questions based on the video. The students, who were asked to give their answers, did it well and correctly. '

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Input**

The inputs of this task are the video and the instruction. The inputs of this task were effective since the students were not confused when they were doing the task based on the video. The students could understand the instruction and the video easily. It could be seen in the following interview.

R : "*Apakah instruksi dan video yang disediakan jelas?*"  
(Were the video and the instruction clear?)

S : "*Ya, jelas mbak.*"  
(Yes, they were clear.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the field note the students could answer all the questions that were available by watching the video.

'The students answered all the questions while they were watching the video carefully. They did the Task in pairs. By doing Task 9 they could increase their knowledge how to describe someone. The students could answer the question happily.'  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Activity**

The activities in Task 9 were watching the video carefully and discussing it with the students' partner all the questions followed. After that the students had to give their answer orally. The activities were effective to improve the students'

comprehension and practice the students speaking skill and also micro skill, pronunciation. The following interview could show it.

R : *“Apakah semua kegiatan pada Task 9 menarik?”*  
(Were all the activities in Task 9 interesting?)

S : *“Ya.”*  
(Yes, they were.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

The field note also shows that the activity ran well and the students were interested.

‘The students, who asked to deliver the answers, did it well. They also discussed the answers with their partners first. There were no students who refused to give their answer orally. Here, they could also practice their speaking ability.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Setting**

The setting of this task is in pairs work. The students answered the question based on the video in pairs. By doing the Task the students could cooperate with their friend. They did not spend much time to three questions that were given. The setting was effective since they could work well. From the following interview it could be seen.

R : *“Apakah menjawab pertanyaan berdasarkan video bersama teman sebangku terlalu sulit?”*  
(Did answer the questions based on the video in pairs difficult to be done?)

S : *“Tidak, semua jawabannya ada dalam video jadi gampang.”*  
(No, it did not. We could find all the answer in the video that was given, so it was easy to finish.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)



Based on the field note, the students took not more than 5 minutes to finish the Task. Almost of the students could do it correctly.

‘The students started to answer all the questions when they were watching the video. They did the Task in pairs happily. Both of them did the Task cooperatively. By doing the Task the students could also practice to communicate with their friend. So, it would improve their speaking ability. The teacher discussed the answered with the other students. Some students were asked to give an explanation about the answers.’

(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher had a good role. The teacher gave an explanation about the task and monitored them when they answered ll the questions. The teacher always gave feedback to the students’ work. It could be seen from the following interview.

R : “*Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 9?*”

(What did the teacher do during you do the Task 9)

S : “*Membantu kalau ada ynag bingung dan memberi komentar juga.*”

(He helped us who still confused and also gave comment)

(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

Based on the field note, the teacher was helped the students when they did not understand or confuse with the instruction/questions. The teacher moved around the class to check the students’ work.

‘The teacher moved around the class to check and helped the students at finishing the Task. The teacher then explained how the task was done. Here, the teacher did not only check the students’ work but also gave such of feedback.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner had a chance to build interaction with the teacher and their friends by working in pairs. The learner could also practice their speaking ability and build confidence to answer the all questions orally. It could be seen from the following interview.

- R : “*Apakah Adik bisa aktif berkomunikasi dengan teman dan guru?*”  
(Could you communicate actively with teacher and friends?)
- S : “*Ya, tadi kan kami juga berdiskusi dengan teman sebangku.*”  
(Yes, we could. We had a short discussion with our partner too.)  
(Appendix E / Interview 8, March 6<sup>th</sup>, 2010)

It could also be seen in the field note. The students built interaction with the teacher and friends in doing Task 9.

‘The teacher discussed the answered with the students. Some students were asked to give an explanation about the answers related to the video was given.’  
(Appendix D / Field note 8, March 6<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The task could be done well. Because of it, there was no revision.

**Table 87. Conclusion of the Evaluation of Task 9 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Checking students' understanding/comprehending about the video that was given. 2. Practicing speak actively.	effective	–
Input 1. Video 2. Instruction	Effective	–
Activity 1. Watching the video carefully. 2. Answering the questions based on the video. 3. Presenting the answers orally.	Effective	–
Setting 1. In pairs	Effective	–
Teacher Role 1. Monitoring 2. Feedback given	Effective	–
Learner role 1. Building communication 2. Practicing to speak	Effective	–

From the table above, we could conclude whether Task nine effective since the result of the questionnaires was more than 3.00. There was no suggestion related to the six components. Both the teacher and the students agreed to the Task and thought whether the Task was effective.

x. **Task10**

The result of the evaluation questionnaire for Task 10 could be seen in the following table.

**Table 88. Descriptive Statistics of the Effectiveness of Task 10 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 10 could improve speaking ability.	21	13	2	0	0	4.52
2.	Task 10 could improve the creativity in making a sentence related to describing people.	23	9	3	1	0	4.5
3.	The video and the instruction as the input are clear.	18	12	3	3	0	4.25
4.	The video and instruction as the input are easy to be understood.	19	13	2	1	1	4.33
5.	The activity of watching the video once again (video in Task 9).	19	8	5	2	2	4.11
6.	The activity of retelling the person's physical appearance individually is interesting.	20	10	3	2	1	4.27
7.	Paying attention to the video and the question to describe someone physical characteristics are effective/interesting.	17	10	8	1	0	4.19
8.	The teacher gives feedback to the students' work.	23	12	1	0	0	4.61
9.	The task helps to practice speaking actively in the class.	20	10	5	0	1	4.33
10.	The task helps to build interaction with friend.	23	5	3	3	2	4.22

The table shows that the task was effective. It could be concluded by the average score of the questioner. The range of the average score is from 4.11 to 4.61. The other sources of the data could be seen in the interview and field note of every component.

### **Goal**

Task 10 asked the students to retell the person's physical appearance. Here, the students could use the questions that were given as the clue of the description. Besides, the students could also pay attention to the video as the model of the description. This task aimed to improve the students' communication in English related to describing people. Through this task the students could practice their macro skill, speaking ability. They could improve the interaction with their friends and also with their teacher. This Task was also aimed to improve the students' creativity in making description related to describing people. They could improve their understanding about the materials that they had learned before. Based on the following interview it could be seen that the goal was achieved.

- R : *“Apakah Task 10 dapat meningkatkan komunikasi dan keterampilan berbicara Adik berhubungan dengan mendeskripsikan seseorang?*  
 (Could the Task improve your communication skill and speaking skill related to describing people?)
- S : *“Ya mbak, jadi lebih tau cara mendeskripsikan seseorang dengan ciri-ciri yang ada.”*  
 (Yes, it could. Here, we were more understand how to describe a certain people related to their physical appearances.)  
 (Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The situation could also be seen in the following field note. The students could practice their macro skill, speaking ability and improve to communicate with others.

‘Some of the students performed their description without text. They could practice their speaking ability there.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Input**

The inputs for this task were the video as the example and the instruction and also the questions as the clue. Here, the students got the same video as the video in the Task 9. Then, the instruction was clear enough although some of them needed to ask the teacher whether they had to do individually or with their partner. The students could use the input effectively since they could finish the Task well. The input was effective and it could be seen in the following interview.

- R :” *Apakah video, instruksi, dan pertanyaan yang diberikan jelas?*  
(Were the video, instruction, and the questions clear?)  
S : *“Ya jelas.”*  
(Yes, they were.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other source that could be used as the data is the field note. In that field note the students showed that they could use the input well to finish the task.

‘Before explaining the instruction and the questions that were presented, the teacher asked them to explain whether they understood to the instruction and the questions. Some of the students explained it well and correctly.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students had to retell the person's physical appearance by watching the video before and paying attention to the questions that were given. The students looked enthusiastic to perform their description related to describing people. Performing the description of someone physical characteristics was a good activity to practice their speaking skill and communicate with friends. Based on the interview they could do it well.

- R : *“Apakah kegiatan Task 10 dapat melatih kemampuan berbicara dan menarik untuk dilakukan?*  
(Did the activities of Task 10 improve your speaking ability and was it also interesting to be done?)
- S : *“Ya menarik mbak, jadi bisa lebih mandiri dan lebih bisa.”*  
(Yes, it did. We could become autonomous learner and more understand to the material given “descriptive text”.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

Based on the following field note the activities were run well.

‘All of the groups who were asked to present their description did it well. There were no students that did not want to do it or refused it.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Setting**

The task was done individually. Here, the students could speak actively by doing the Task. Working individually was effective for this Task because it was suitable with the Task that was given. The students could finish the task well individually by

paying attention to the video and the questions. The following interview could show it.

- R : *“Apakah menurut adik mengerjakan tugas ini secara individu sudah efektif?”*  
(Was finishing the task in pairs effective?)
- S : *“Ya mbak.”*  
(Yes, it was.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

Based on the observation during the implementation, the students could work well individually. They finished the Task individually.

‘The students discussed with their teacher if they got any difficulty in arranging the sentences. After they finished doing the Task, the students had to present their description individually. They also presented orally. The students performed the description happily.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students’ work. The teacher also explained to the students about the task and helped them who got difficulties. The following interview could show it.

- R : *“Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”*  
(Did the teacher give explanation and help you when you got difficulties?)
- S : *“Iya mbak.”*  
(Yes, he did.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The data also could be seen in the field note



‘The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they performed their description related to describing people.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability and communicate well with their friends and their teacher. The learner could actively participate in the learning process because they had to do the Task individually. The following interview could show it.

- R : “*Apakah Adik bisa aktif berkomunikasi di kelas?*  
(Could you speak actively in the class?)  
S : “*Ya mbak, tentu saja.*”  
(Yes, I could,)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

Task 10 was effective to be done. There was no evaluation based on the analysis of the components in the first try out. The students gave good responses and did the task well. Here, the Task only needed such of little bit more instruction by adding ‘individually Task’.

**Table 89. Conclusion of the Evaluation of Task 10 (Try Out 1 of Unit 2)**

Component	Analysis	Evaluation
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Building speaking ability</li> <li>2. Improving the understanding of the materials</li> <li>3. Doing the task actively</li> <li>4. Practicing speaking ability</li> </ol>	effective	–
<b>Input</b> <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Video</li> </ol>	effective	Adding more instruction by “individually Task”
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Retelling the person’s physical appearance.</li> <li>2. Watching the video.</li> <li>3. Paying atteion to the questions that were given.</li> </ol>	effective	–
<b>Setting</b> <ol style="list-style-type: none"> <li>1. working individually</li> </ol>	effective	–
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Feedback given</li> </ol>	effective	–
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Watching videoagain carefully.</li> <li>2. Communicating actively with friends and teacher.</li> </ol>	effective	–

From the table above, we could conclude whether Task 10 was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in

forms of video, instruction and new vocabulary. Here, the the Task should be added more instruction by “individually Task”

**xi. Task 11**

The result of the questionnaire to know the students' responses could be seen in the following table.

**Table 90. Descriptive Statistics of the Effectiveness of Task 11 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 11 could help to practice speaking ability.	14	12	8	1	1	4.02
2.	Task 11 could improve the understanding of the material related to describing people.	17	8	1 0	1	0	4.13
3.	The instruction as the input is clear.	15	12	1	1	7	3.75
4.	The instructionas the input iseasy to understand.	20	9	5	1	1	4.27
5.	The activity of describing friends' face in front of the class is interesting.	20	12	3	1	0	4.41
6.	The activity could lessen boredom.	15	9	6	5	1	3.88
7.	Doing the Task 11 individually is effective.	18	10	2	6	0	4,11
8.	Finishing the task individually in front the class is effective.	20	9	4	2	1	4.25
9.	The teacher could guide the students in doing the task.	23	10	2	1	0	4.52
10.	The Task could build communication and interaction with friend.	22	9	4	1	0	4.44

The table shows that the average score or mean score ranges from 3.75 to 4.52. It means that the task was effective and

the students could agree to the task. It is because the minimum acceptance of the average score is 3.00. The other sources of the data can be seen in the interview and field note of every component.

### **Goal**

Task 11 was also presented in form of a game. The goals of this game were making the students have a communication and interaction with their friends and building their confidence to speak in front of the class. Through this task the students could also study happily and improve their understanding about the material related to describing people. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan game tadi, Adik bisa lebih memahami materi berkaitan dengan mendeskripsikan seseorang?”*  
(Could you improve your understanding related to describing people by the game?)
- S : *“Iya mbak karena kita mempraktekkan mendeskripsikan wajah temandi depan kelas.”*  
(Yes, I could. Because we practiced to describe our friends’ face in front of the class.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication with their friends in front the class.

‘During the game the students used some characteristics in the Task 10 that had been taught before. The students did the game well.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Input**

The input of this task was instruction, and also work sheet. Although the instruction was enough long, it still need to be completed with such of the clearer on, for example: setting, input (picture). So, it could be concluded whether the inout was not effective because some students were confused with the instruction. The following interview could show it.

- R : *“Apakah tadi instruksi Task 1 Inya jelas?*  
(Was the instruction clear?)
- S : *“Instruksinya kurang jelas, jadi kita semua sedikit bingung harus ngapain miss.”*  
(The instruction was less clear so that all of us were confused with the Task and what should we do then.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other source of the data was taken from the field note.

The data show that the students could less understand to the instruction given.

‘Before playing the game, some students looked confused with the instruction. Some of them asked the teacher what they should do to the Task.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, doing the game was effective to lessen the students’ boredom in learning. The students played the game well. They looked interested in joining the game and all

students paid attention to their friends' performance. The activity of delivering their description and other students guess the people on the description could help them practice their speaking skill. The following interview could show that the activity was effective.

- R : "*Apakah permainannya menarik?*"  
(Was the game interesting?)  
S : "*Iya menarik mbak.*"  
(Yes, it was.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

'One of the students started to describe one of their friend's faces in front of the class. Here, they also gave more than three description in order to make the other friends easier to guess. Then others students tried to guess whose face in turn by raising their hands to get the turn. Some of the students moved around the class to be nearer so that they would get the turn immediately. They could finish the game happily because they would laugh together when one of them could guess it, they thought it was really funny. They also did it smoothly.'  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Setting**

The task was done individually. By doing the Task individually the students could become autonomous learners because they had to make the description by themselves. Based on the interview finishing the task individually was effective. However, it was different from the observation because a few of them thought that it was difficult and they were shy to stand in

front of the class. It could be seen in the following interview and field note.

- R : *“Apakah ada kesulitan menyelesaikan permainan tadi dengan individu?”*  
 (Was there any difficulty to finish the game individually?)
- S : *“Tidak, malah bisa mandiri.”*  
 (No, there was not. Even we could become autonomous learners.)  
 (Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other situation could be seen in the field note.

‘There were a few of them told to the teacher whether the Task was too difficult if they had to describe by themselves. However, almost the students enjoyed doing the Task, they did the Task happily. Even, some of them moved around the class to do the game based on the instruction.’  
 (Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Teacher role**

In this task, the teacher did his role well. The teacher guided the students in playing the game. The teacher also gave motivation and example to the students. The students also admitted that the teacher did the role well. It could be seen from the following interview.

- R : *“Apa yang Pak guru lakukan selama kalian menyelesaikan Task 11?”*  
 (What did the teacher do when you finished Task 11?)
- S : *“Memandu dan memberi semangat juga menunjuk siapa yang harus menjawab dengan bergantian.”*  
 (He guided and motivated us, he also pointed us who had to guess in turn.)  
 (Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The data were taken in the field note.

‘The teacher sometimes moved around the class to see the students were playing the game and pointed a certain student to guess the description. When there were students who looked confused or got difficulties, he helped them.’

(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Learner role**

The students were as the subjects who played the game. One of them had to stand in front of the class and describe one of their friend face or more than one face. They could communicate and interact with their friends. They could practice their speaking ability. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam permainan tadi?*  
(Could you be active in that game?)  
S : “*Ya mbak*”  
(Yes, I could.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The situation could also be seen in the following field note.

‘The students asked their friend to describe the description clearly. The other students tried to guess the description in turn one by one. They did it until they found someone who was described by their friend.’

(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could do the task well and the students could reach the goal of this task. The students also gave positive responses about this task. However, there was a little bit revision for the instruction.



**Table 91. Conclusion of the Evaluation of Task 11 (Try Out 1 of Unit 2)**

Components	Analysis	Revision
<b>Goal</b> 1. Building confidence to perform in front of the class 2. Improving speaking ability 3. Improving students' understanding about the material related to descriptive text 4. Communicating actively	Effective	–
<b>Input</b> 1. Instructions	Ineffective	The instruction should be completed with “guess the description in turn”.
<b>Activity</b> 1. Describing one of friends' face in front of the class. 2. The students could describe more than one face, two or three faces. 3. Guessing the description one by one.	Effective	–
<b>Setting</b> 1. Individually	Effective	
<b>Teacher role</b> 1. Explanation given 2. Guidance given	Effective	–
<b>Learner role</b> 1. Playing the game 2. Communicating actively in the class 3. Being autonomous learners and building confidence to speak up in front of the class.	Effective	–

From the table above, we could conclude whether Task 11 was effective since the result of the questionnaires was more than 3.00 and there was only input for revision. The inputs that were in forms of video, instruction and new vocabulary. Here, the instruction should be completed with “guess the description in turn”.

## xii. Task 12

The result of the questionnaire to evaluate Task 12 could be seen in the following table.

**Table 92. Descriptive Statistics of the Effectiveness of Task 12 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task could be the example of how to use grammar (present tense) related to describing people.	14	11	7	2	2	3.91
2.	The Task could help the students to practice their speaking skill.	16	8	9	3	0	4.02
3.	The instruction as the input is clear.	20	8	6	2	0	4.27
4.	The instruction as the input is interesting and easy to understand.	20	14	2	0	0	4.5
5.	The activity of describing one of classmate is interesting	17	11	6	2	0	4.19
6.	The activity of describing classmate's physical characteristics and others guessed it are interesting	19	8	7	1	1	4.19
7.	Describing classmate individually is effective	15	13	6	2	0	4.13
8.	Describing classmate in front of the class is effective	20	11	3	1	1	4.33
9.	The teacher gives feedback to the students' work	18	14	3	1	0	4.36

10.	The student could practice and speak actively	20	10	5	0	1	4.33
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The average score of the result is range from 3.91 to 4.36. It can be concluded that the task was effective. The data were also supported with the interview and the field note of every component.

### **Goal**

Task 12 was placed in the production stage. Here, the students were asked to describe one of their classmate in front of the class orally and the other students had to guess the description. The task was aimed giving the model or example how to use the grammar that had been taught related to describing people, present

tense. By doing the Task the students could also practice and improve their speaking ability. Based on the interview, the goal was achievable.

R : *“Apakah Task 12 bisa menjadi contoh penggunaan grammar yang diajarkan dan neningkatkan kemampuan bicara adik?”*

(Could the Task 12 be the model or example of how to use the grammar, present tense and increase your speaking ability?)

S : *“Iya mbak.”*

(Yes, it could.)

(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other data could be seen in the following field note.

‘The teacher asked one of the students to describe one of their classmates in front of the class and the other students had to guess it one by one in turn. Here, the student could also practice using grammar, present tense that had been taught. almost of the students could do it well and explain it correctly. Although, the teacher sometimes had to help them in arranging the sentence.’

(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Input**

The inputs of this task werethe instruction on the Task 12.

Here, the students could understand the instruction easily because the Task was similar to the previous Task. The different was only on the object describe, Task 11 the studnets had to describe their classmate’ face and here they had to describe their friend physical characteristics. So that, the input was effective and clear. It could be seen on the interview followed.

R : *“Apakah instruksi sebagai input yang diberikan pada Task 12 jelas?”*

(Was the intruction as the input on the Task 12 clear?)

S : *“Ya jelas.”*

(Yes, they was.)

(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The field note also showed that the input could be used effectively.

‘The students could directly understand and practice their speaking skill after reading the instruction. They did the Task happily. They sometime moved around the class to get the turn to answer quickly.’

(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Activity**

The activity in this Task was describing one of the students’ classmate and other students had to guess the description. Here, the students could follow the Task well so that the activity was effective. By doing Task 12 the students could also practice at arranging sentences by using present tense and they also could improve their speaking ability. The activity ran well and all the students could participate smoothly. It could be seen in the following interview.

R : “*Apakah kegiatan mendeskripsikan salah satu teman di depan kelas membosankan?*”

(Did the activity of describing one of your classmates in front of the class make you bored?)

S : “*Tidak, malah berbeda dari biasanya.*”

(No, it did not. It was different from what was normally done.)

(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The field note also showed that the activities ran well. All the students joined the task well.

‘The students described one of their classmates in front of the class and the other students had to guess the description. The students did it well and they were enthusiastic.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students did the task individually. The students tried to describe their classmate’s physical characteristics orally in front of the class. Here, the other students had to guess who was the description correctly. The setting was effective since they could do it well. It could be seen in the following interview.

- R : “*Apakah mendeskripsikan salah satu teman sekelas secara individu terlalu sulit?*”  
(Describing one of your classmates in front of the class orally and individually difficult for you?)
- S : “*Tidak karena mirip dengan Task sebelumnya dan sambil bermain.*”  
(No, it did not. The Task was similar with the previous Task and we could play game.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The other data could be seen in the field note.

‘The students started to describe their classmate after they had read the instruction. Only some of the students practiced it. Then, other students guess the description one by one after the teacher asked them to guess. The students described their classmate individually.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted that the teacher did his role well.

The teacher always gave feedback to the students’ description in

arranging the sentences and pronounced every word. And then, asked one of the students to guess the description. The teacher also gave some clues to the student who stood in front the class. The following interview could show it.

- R : “ *Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 12?*”  
(Did the teacher give comment or evaluation when you did 12?)
- S : “ *Iya mbak terutama grammar dan pengucapan.*”  
(Yes, he did, especially in grammar and pronunciation.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

From the field note it can be concluded, the teacher could do his role well.

‘The teacher stood in front of the class to pay attention to the student’s description and correct her/him. Sometimes, he moved around the class to make the other students active and to ask one of them to guess the description. The teacher also corrected their pronunciation and sentences’ arrangement. ‘  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could improve their macro skill, speaking and micro skill, pronunciation. Here, the student could also practice arranging the sentences correctly related to present tense. By doing the Task the learner also got the chance to practice their speaking skill in front of the class and could increase their confidence too. It could be seen from the following interview.

- R : “Apakah Adik bisa praktek berbicara dan menyusun kalimat dengan benar tadi?”  
(Could you practice to speak and arrange every sentence correctly?)
- S : “Iya mbak.  
(Yes, I could.)  
(Appendix E / Interview 9, March 8<sup>th</sup>, 2010)

The situation was also shown in the field note. The students could describe their classmate’s physical characteristics and arrange the sentences. Although, they still needed some helps from the teacher to correct them. The students did the Task happily. It could be seen in the following field note.

‘There was a student who tried to guess the description more than three times. She mentioned some of their friend and other students laughed. Here, the students could also practice their speaking skill and build their confidence.’  
(Appendix D / Field note 9, March 8<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this Task and they could finish the task well.

**Table 93. Conclusion of the Evaluation of Task 12 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Describing classmate’s characteristics 2. Practicing speaking ability 3. Arranging sentences correctly based on the grammar used	Effective	–
Input 1. Instruction	Effective	



Activity 1. Describing one of classmate's characteristics 2. Guessing the description	effective	-
Setting 1. Individually	effective	-
Teacher role 1. Feedback and comment given 2. Explanation given	effective	—
Learner role 1. Practicing the speaking ability 2. Having interaction or communication with friends and teacher	effective	—

From the table above, we could conclude whether Task 12 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, both the teacher and the students agreed the Task and thought whether the Task was effective based on the interview.

### **xiii. Task13**

The following table shows the result of the questionnaire. The questionnaire could be used to evaluate the task.

**Table 94. Descriptive Statistics of the Effectiveness of Task 13 (Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 13 helps to practice speaking ability	22	8	5	1	0	4.41
2.	Task 13 improves the creativity in creating a certain description related to describing people	19	14	3	0	0	4.44
3.	The instruction as the input is clear	11	21	4	0	0	4.19
4.	The instruction as the input is easy to understand	13	19	3	1	0	4.22
5.	The activity is interesting	23	9	4	0	0	4.52
5.	The activity ranwell	14	17	3	2	0	4.19
6.	Describing family member or idol individually is effective	22	11	1	2	0	4.47
7.	Presenting description in front the classis effective	16	14	4	1	1	4.19
8.	The teacher gives feedback to the students' description	21	13	2	0	0	4.52
9.	The task could help to speak actively	16	13	6	1	0	4.22
10.	The task could build interaction with friends and the teacher	20	12	3	1	0	4.41

The average score of the result of questioner ranges from 4.19 to 4.52. The average score shows that the task was effective. The average score is higher than the minimum acceptance. It is 3.00. The data could also be seen in the interview and field note of every component.

### **Goal**

The goal of Task 13 was to build the students' creativity in making a certain description related to their family member or idol. Through this task the students were expected to improve their understanding about the material, descriptive text and grammar that had been taught. This task was also aimed at making the students practice their speaking skill. The following interview could show that the goal was achieved.

- R : *"Apakah Task 13 membantu Adik meningkatkan keterampilan berbicara?"*  
 (Could Task 13 improve your speaking skill?)  
 S : *"Iya tentu mbak."*  
 (Yes, it could)  
 (Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

The following field note also showed that the goal was achieved.

'The students performed their description in front of the class individually. The students did it based on the grammar that had been taught. The students could do it well without any text.'  
 (Appendix D / Field note 10, March 10<sup>th</sup>, 2010)

### **Input**

The inputs of this task were instruction and picture of their family or their idol. The inputs could be used as the clues in describing their family member or idol. Besides, the input could be used effectively. From the following interview we could see that the input was effective.

- R : *"Apakah instruksi dan gambar memudahkan adik dalam mengerjakan Task 13 mudah dimengerti?"*

(Were the instruction and picture clear and easy to understand?)

S : “ *Ya jelas dan mudah dimengerti.*”

(Yes, they were)

(Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

Based on the field note the situation could be seen.

‘The teacher asked the students whether the instruction was clear or not. The students said that it was clear and easy to understand.’

(Appendix D / Field note 10, March 10<sup>th</sup>, 2010)

### **Activity**

The activity in this task was describing the students’ family member or idol in front of the class. The students were asked to present the description without text. Before it, they were given time to make the description at home because it was homework Task. The activity ran well and all the students who were asked to present could do it well. It could be seen in the following interview.

R : “*Apakah kegiatan Task 13 menyenangkan dan dapat diikuti dengan baik?*”

(Did the activity on Task 13 make you happy and run well?)

S : “*Iya mbak, menarik.*”

(Yes, it did.)

(Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

Based on the following field note the activity ran well and all students could participate well.

‘The students presented their description in front of the class well by bringing the picture. All the students who were asked to present their description did it well.’

(Appendix D / Field note 10, March 10<sup>th</sup>, 2010)

### **Setting**

The students finished the task individually. It was suitable with making the students to be autonomous learners. They could finish the task well and present it. The task was not difficult to do individually. Doing the task individually was effective for this task. It could be seen in the following interview.

- R : *“Apakah mengerjakan dan mempresentasikan Task 13 secara individu terlalu sulit?”*  
(Were doing the Task and presenting the description individually difficult?)
- S : *“Tidak mbak.”*  
(No, they were not.)  
(Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

It could also be seen in the following field note.

‘Every student finished the task individually at home. The students could discuss and interact with their friends at home to make a good description. ‘  
(Appendix D / Field note 10, March 10<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher did his role well. The teacher moved around the class and checked the students to get a good description with correct grammar. The teacher also asked them to submit their work.

- R : *“Apa yang sudah Pak Guru tadi lakukan setelah kalian membawa tugas Task 13?”*  
(What did the teacher do after you bring the exercise Task 13?)
- S : *“Mengoreksi grammar dan memberi komentar.”*  
(He corrected our grammar and gave comments.)

(Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

Based on the field note, the teacher did a good job there. The teacher not only sat down and gave assigned task but also gave feedback and helped the students.

‘The teacher moved around the class while he was checking the students work. The teacher helped the students who got difficulties. He always corrected their mistakes.’  
(Appendix D / Field note 10, March 10<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students had a chance to practice their speaking skill. Through this Task, the students could be active to interact with their friends. It could be seen in the following interview.

R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you be active to interact with your friend?)  
S : “*Ya mbak.*”  
(Yes, I could)  
(Appendix E / Interview 10, March 10<sup>th</sup>, 2010)

Based on the analysis of the components, Task 13 was effective. There was no evaluation for this task.

**Table 95. Conclusion of the Evaluation of Task 13 (Try Out 1 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Building students' creativity 2. Practicing speaking ability	effective	–
Input	effective	-

1. Pictures 2. Instruction		
Activity 1. Creating description 2. Presenting the description	effective	—
Setting 1. Working individually	effective	—
Teacher role 1. Feedback given 2. Checking the students' work	effective	—
Learner role 1. Communicating to their friend. 2. Practicing the speaking ability	effective	—

From the table above, we could conclude whether Task 13 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, both the teacher and the students agreed the Task and thought whether the Task was effective based on the interview.

#### **a) Conclusion**

Based on the result of the first implementation of try out 1 Unit 2 there is some tasks that are ineffective. Those are seen from the components of the task. They are goal, input, activity, setting, teacher role and also learner role. The evaluation was done on each components based on the data. However, there would not be any evaluation for the tasks that had been effective. The evaluation

could be seen in the following table and the result of the evaluation could be seen in the Appendix C/ final draft of materials/unit 1.

**Table 96. Conclusion of the Evaluation of (Try Out 1 of Unit 2)**

<b>Name of Task</b>	<b>Components Need to be evaluated</b>	<b>Evaluation</b>
Task 1	—	—
Task 2	—	—
Task 3	—	—
Task 4	—	—
Task 5	Input	The instruction should be clear, it should also be completed with how many parts of the body that the students had to mention, and then they had to do in turn or not.
Task 6	—	—
Task 7	Setting	It would better if the Task was given clearer instruction by adding “doing individually”
Task 8	Input	The instruction should be clearer by adding the clearer setting to avoid the students’ confusing.
Task 9	—	—
Task 10	Input	Adding more instruction by “individually Task”
(Continued)	Input	Make the instruction clearer relates to the
<b>Name of Task</b>	<b>Components Need to be Evaluated</b>	<b>Ev (Continued)</b>
		setting, The instruction should be completed with “guess the description in turn”.
Task 12	—	—
Task 13	—	—

From the table above, we could conclude whether unit two was effective since the result of the questionnaires was more than 3.00 and



there was only input setting for revision. The inputs that were in forms of video, instruction and new vocabulary while the setting was in forms of individually, in pairs, in a group, the whole class. Here, the instruction should be clear, it should also be completed with how many parts of the body that the students had to mention, then they had to do in turn or not for Task 5. It would be better if the Task was given clearer instruction by adding “doing individually” as the setting of task 7. The instruction should be clearer by adding the clearer setting to avoid the students’ confusing as the input of Task 8. Adding more instruction by “individually Task” for the input of Task 10. Make the instruction clearer relates to the setting, The instruction should be completed with “guess the description in turn” for Task 11 as the input suggestion.

#### d. Implementation

##### 1) Try out 2 of Unit 2

##### a) The description of the try out

The second tryout of unit 2 was held in four meeting. The first meeting was held on March 11<sup>th</sup>, 2010. The meeting was held in the morning at 09.55 to 11.15 a.m. The second meeting was on March 13<sup>th</sup>, 2010 and the third meeting on March 15<sup>th</sup>, 2010 last meeting was on March 19<sup>th</sup>, 2010. The try out ran well and all the students and the English teacher participated well.

##### b) The evaluation

##### i. Task 1

The result of the evaluation questionnaire could be seen in the following table.

**Table 97. Descriptive Statistics of the Effectiveness of Task 1 (Ttry Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 1 could help students to practice pronunciation	18	10	6	2	0	4.22
2.	Task 1 could add new vocabulary and recall vocabulary they have learnt	10	15	8	3	0	3.88
3.	The instruction as the input are clear	14	11	9	2	0	4.02
4.	The words in the video as the input are easy to be memorized and understand	11	16	7	1	1	3.97
5.	The activity is interesting	17	13	5	1	0	4.27
6.	Mentioning parts of friend's face is effective	13	10	9	3	1	3.86
							4.22

(Continued)

(Continued)

No	Statement	5	4	3	2	1	Mean
7.	The teacher gives a good example to pronounce the words and how to cooperate with friend	16	13	6	1	0	
8.	The teacher gives feedback and comment	20	12	3	1	0	4.41
9.	Task 1 helps students to be active in the class	23	11	2	0	0	4.58

The table shows that the students agreed on the Task and the Task was effective. The average score of the questioner ranges from 4.38 to 4.61. The average score is acceptable. The minimum acceptance of average score is 3.00. The other data to show the students' agreement were taken from the interview and field note of every component.

### **Goal**

Task 1 was aimed at making the students pronounce the English words correctly as micro skill. Through this task, they were expected to be able to have a correct pronunciation. Besides, it was to recall the students' memory of the vocabulary that they had learned before as well as to introduce the new vocabulary. The task was effective since the goal was achievable. It could be seen in the following interview.

R : *"Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan tepat?"*

(Could you mention and pronounce the words correctly?)

S : *"Ya, tadi Pak Guru jugasudah bilang tepat."*

(Yes, we could. The teacher said that we did it well)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Besides interview, the researcher also used the field note as the data. The following field note also showed that the goal was achievable.

‘The students mentioned and pronounced the words after watching the video. The words were mentioned, the names of the part of the students’ face. After the teacher believed that they had pronounced well the teacher always said “ok, good” or “well done”.

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Input**

The input of this Task was some English words related to the topic that they would study, describing people. It could be watched in the video. The Task was also completed with clear instruction. It was to make the students easy to memorize the words and enjoyed the Task. Based on the interview, the input of the Task was effective.

R : “*Apakah kata-katanya jelas, mudah dimengerti dan bisa membantu adik mengerjakan Tasknya?*”

(Were the words clear, easy to be understood and help you to do the Task?)

S : “*Iya mbak.*”

(Yes, they were.)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The other data were taken from the field note. The field note was based on the observation during the try out.

‘The students pronounced all the words well. They could mention at least 5 words mentioned by looking at their partner’s face.’

(Appendix D / Field note7, March 11<sup>th</sup>, 2010)

### **Activity**

The activities in this task werewatching the video and mentioning the names of the part of partner's face. The students watched the video first while they were memorising the words. Then they had to mention parts of their partner's face. The activity was effective to deliver the lesson. The interview showed it.

- R : *"Apakah Adik dan teman-teman adik dapat mengikuti kegiatan Task 1 dengan baik?"*  
(Could you and your friends follow the activity well?)
- S : *"Iya tadi berjalan lancar."*  
(Yes, we could. It ran well)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Besides, in the field note it was stated the activity also ran well.

"The students watched the video carefully, answered the question by mentioning the names of the part of students' partner's face. All the students tried to do the Task well by looked at their partner's face."  
(Appendix D / Field note7, March 11<sup>th</sup>, 2010)

### **Setting**

The setting of this task was done in pairs. The teacher played the video about the names of the part of face twice and after that the students tried to mention the names. While they were pronouncing the words, the teacher corrected their pronunciation. The setting in finishing the task was effective.

- R : *"Apakah ada kesulitan menyebutkan bagian-bagian wajah teman dan mengerjakan tasknya dengan teman sebangku?"*

- (Did you get any difficulty to mention names of part of your friend's face and finish the Task in pairs?)
- S : *"Tidak mbak."*  
(No, I did not.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The field note that was taken during the try out also showed that the setting was effective. All the students could mention names of their friends' faces after watched the video.

'The class ran well and all the students did it happily. The teacher played the the video to give the example how to pronounce the words and remind the vocabulary related to names of part face, and then all the students started to mention the names of parts of their friends face one by one.'  
(Appendix D / Field note7, March 11<sup>th</sup>, 2010)

### **Teacher role**

In this task the teacher had an important role as the instructor to explain what the task about and played the video twice. The teacher also checked the students' mistakes in pronouncing the words while they were mentioning the names of the parts of their friends face. The following interview showed that the teacher did his role well.

- R : *"Apakah Pak Guru membenarkan dan memberi contoh melafalkan kata dengan baik?"*  
(Did your teacher correct and give the example of how to pronounce the words well?)
- S : *"Iya mbak."*  
(Yes, he did.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The following field note also showed that the teacher did his role well.

‘The teacher played the video twice and asked the students to mention the names of the parts of their friends faces and also asked them to pronounce some of the words clearly. The teacher sometimes asked them to repeat some words until the students pronounced the words well.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, all the students could participate actively in the class. The students mentioned parts of their partner’s face. Moreover, the students did not only keep silent but also could practice their pronunciation. The following interview showed it.

R : “*Apakah tadi Adik bisa ikut aktif dalam mengerjakan Task 1?*”

(Could you be active in doing Task 1?)

S : “*Ya bisa.*”

(Yes, I could)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The other data were taken in the field note. The field note also showed that students were active in the class.

‘All the students pronounced the words in turn and in pairs. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the video again.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

Based on the analysis of the components above, the task was effective. There was no evaluation for this task.

**Table 98. Conclusion of the Evaluation of Task 1 (Try Out 2 of Unit 2)**

<b>Component</b>	<b>Analysis</b>	<b>Evaluation</b>
<b>Goal</b> 1. Pronouncing the words correctly. 2. Getting new vocabulary and remind the vocabulary that the students have learnt	effective	–
<b>Input</b> 1. Instruction 2. Video 3. New vocabulary	effective	
<b>Activity</b> 1. Watching the video carefully 2. Mentioning the names of the parts of the students face	effective	–
<b>Setting</b> 1. In pairs	effective	-
<b>Teacher role</b> 1. Feedback given 2. Correction given	effective	-
<b>Learner role</b> 1. Watching the video 2. Participating actively in pairs	effective	-

From the table above, we could conclude whether Task one was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 1 according to the interview.



The evaluation of the task is based on three sources. They are questionnaire, interview and field note. Below is the result of the questionnaire.

**ii. Task 2**

**Table 99. Descriptive Statistics of the Effectiveness of Task 2 (Ttry Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 2 can describe a certain figure after watching the video	23	8	4	1	0	4.47
2.	Task 2 can increase students' vocabulary mastery	18	12	3	3	0	4.25
3.	The instruction and questions as the input are clear	19	13	2	1	1	4.33
4.	The video as the input is easy to be understood	19	8	5	2	2	4.11
5.	The activity is interesting	20	10	3	2	1	4.27
6.	Delivering the answers individually is effective	17	10	8	1	0	4.19
7.	Discussing the question in pairs is effective	23	12	1	0	0	4.61
8.	The teacher explains how to do Task clearly	20	10	5	0	1	4.33
9.	The teacher gives feedback to the students' answers	16	7	5	4	4	3.75
10.	Students can participate actively in the class	18	10	2	6	0	4.11

The result of the questionnaire to know whether the students agree to the task could be seen as follows.

The table shows that the average score of the respondents' agreement toward the questioners ranges from 3.75 to 4.16. The average score or mean is higher than the minimum score; it is 3.00.

It can be concluded that the students give good responses and agree with the task. The data also supported with the result of interview and field note.

### **Goal**

Task 2 is placed as the warming up. The goal of the task is to increase the students' vocabulary mastery related to descriptive text. Because the task related to the vocabulary that will be used to describe people, while the students were watching the video they had to match the pictures in task with the words given. Besides, the task is to build the students' interest in doing the next tasks. From this task the students could deliver their answer based on their knowledge. Because of it, they were very interested in delivering the answer. It could be seen that the task was effective because it was appropriate with the goal.

- R : *“Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”*  
*(Were you interested to answer the question on task 2?)*
- S : *“Ya miss. Karena Task nya mudah dan ada gambar-gambarnya.”*  
*(Yes, I did. It was because the Task was easy to answer and there were many pictures in the task).*  
 (Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

During the try out there was a field note that was written. The field note also showed that the students were interested in answering all the questions.

‘The students needed for about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students one by one to answer the questions. All of them answered it well and follow the activity happily. They enjoyed and interested to the Task.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Input**

In relation to the input, the video and the instruction are the input for this task. The clear video and instruction made the students understand them easily so they could get the answer quickly. The following interview could show that the input was effective.

- R : “*Apakah video dan instruksinya jelas?*”  
(Were the video and the instruction clear?)
- S : “*Ya, video dan instruksinya jelas, dan Task 2 nya sangat menarik.*”  
(Yes, they were. The video and the instruction in the Task were clear and interesting.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, all the students could understand the video and the instruction well. Almost of the students could matched and answer all the numbers in the Task 2.

‘When one of the students answered the question in Task 2, she gave good answers for number one to three correctly.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Activity**

In the relation to the activity, answering the questions through discussed with friends and teacher were done

effectively. Here, the students watched the video carefully first then matched the pictures in the Tasks with the words given based on the video. These activities were to increase the students' vocabulary. By doing the activity, the students could finish all the numbers. They followed the activities full of happiness. So in this case they could practice their listening ability. It also could build their visual imagination. The following interview showed that the activity was effective:

- R : *“Apakah adik bisa mengikuti aktifitas Task 2 dengan baik tadi?”*  
 (Could you follow the activities well?)  
 S : *“Ya miss.”*  
 (Yes, I could.)  
 (Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, that was got during the try out, the activities looked interesting for the students. Every student who wanted to answer the questions tried to answer well and sometimes the teacher asked one of them. There was no student who said that he/she could not answer or did not want to answer.

‘After all the students finished discussing the answers, the teacher asked them to answer the task individually. All the students who wanted to answer could do it well.’  
 (Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the student discussed the questions with their friends first. Then, the teacher began to ask the students so they could answer the task. Doing this task by discussing and

finally answering individually was effective. The time for discussing one number of the Task was not more than 2 minutes. Based on the observation, all the students did these activities well and doing the task happily. It was written on the researcher's field note.

'All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.'

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

The researcher also did the interview with the students. Based on the interview the students felt that doing this task through discussion first made them easier find the answer.

R : *"Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?"*  
(Did you get any difficulty to find the answers by discuss it with your friends and deliver the answer individually?)

S : *"Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu."*  
(It made us easier to find the answer with our partner although after that we had to answer it individually.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

### **Teacher role**

In relation to teacher role, the teacher gave feedback to the students' answer. The teacher could explain the Task well. Besides, the teacher also monitored the video. By this task, the teacher had an interaction with the students. The teacher role could be seen from the following dialogue.

- R : “ *Apakah tadi pak guru memberikan komentar atau saran setelah adik memberikan jawaban?*”  
(Did the teacher give comment or suggestion after you delivering your answer?)
- S : “*Ya tentu.*”  
(Yes, he did.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, the teacher also did his role well. The teacher built communication and gave feedback to the students, like for example: when the students answered number one they had to pronounce the word correctly, so that the teacher would give the correction when they did not pronounce correctly.

‘After the student answered the Task, the teacher gave comment to the answer. The teacher also asked the other students for their opinions whether the answer correct or incorrect. When, the student made mistake in pronunciation he usually corrected it.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, all the students could participate actively. Almost of the students got turns to answer the Task and opinion. Here, the students sometimes were asked to spell the answer correctly by the teacher. Based on the researcher’s field note, the students played their role effectively.

‘The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 20th student was asked about her opinion. “Which one is correct?” asked the teacher. The teacher did it ones, after that he asked the answer one by one and asked them to pronounce the word correctly.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

Based on the interview the students also said that they could be active in these tasks and tried to practice to spell every word correctly.

- R : “ *Apakah Adek bisa aktif berkomunikasi aktif di kelas waktu mengerjakan Task 2?*”  
(Could you communicate actively with your teacher and friends?)
- S : “*Ya, jadi tidak cuma memberikan jawaban saja, tapi juga mengeja hurufnya dengan benar.*”  
(Yes, I could, we did not only answer the task but also pronounced the word correctly.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the analysis above, task 2 was effective to do in the teaching and learning process. The table below could show the conclusion of the analysis.

**Table 100. Conclusion of the Evaluation of Task 2 (Try Out 2 unit 2)**

Component	Analysis	Evaluation
Goal: 1. Increase the students' vocabulary mastery 2. Building the students' visual imagination	Effective	—
Input 1. Video 2. Instruction	Effective	—
Activity 1. Watching the video carefully 2. Matching the pictures based on the video	Effective	—

(Continued)

(Continued)

Component	Analysis	Evaluation
3. Spelling the word correctly		
Setting 1. Discussing with friends 2. Answering the Task individually	effective	—
Teacher role 1. Feedback given 2. Explanation given 3. Instruction given	Effective	-
Learner role 1. Participating actively by giving opinion 2. Spelling the word loudly	Effective	-

From the table above, we could conclude whether Task 2 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 1 according to the interview.



### iii. Task 3

The result of the questionnaire could be seen in the following table. The result will be the sources of students' agree to the task.

**Table 101. Descriptive Statistics of the Effectiveness of Task 3 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task 3 could be the example of how to pronounce a certain word correctly.	18	14	4	0	0	4.38
2.	The Task 3 could help to pronounce a word correctly based on the word in the video and know the phonetic symbols.	15	16	4	1	0	4.25
3.	The video as the input is clear.	14	15	4	3	0	4,17
4.	The video as the input is interesting.	22	12	1	1	0	4.52
5.	The instruction as the input is easy to be understood.	23	10	2	1	0	4.52
6.	The activities are interesting.	20	13	3	0	0	4.47
7.	Pronouncing every word individually is effective.	24	10	1	1	0	4.58
8.	Spelling the words individually is effective.	22	10	3	1	0	4.47
9.	The teacher gives feedback to the students' pronunciation and spelling.	21	12	2	1	0	4.47
10.	The student could know the phonetic symbols and pronoun it correctly.	13	9	11	3	0	3.88

The table shows that the average score or mean is acceptable. The average score is from 3.47 to 4.19. The minimum acceptance of the average score is 3.00 and the maximum is 5.00. It means that the task was effective. The data are also supported by the result of the interview and field note of each component.

### **Goal**

Task 3 is as model or example of how to use phonetic symbols related to describing people. The form of this task was some words and the phonetic symbols. Through the task, the students were expected to understand the phonetics symbols and know how to pronounce it correctly. Besides, the task is aimed at telling to the students what they are going to learn and giving example the words used so they could understand how to describe people easily. The task is effective for the students because the goal is achievable. It could be seen from the following interview.

- R : *“Apakah Task 3 menjadi contoh bagaimana membaca kata-kata dalam bahasa inggris dengan benar?”*  
 (Could the Task 3 be the model or example of how to pronounce a certain word correctly?)
- S : *“Iya miss.”*  
 (Yes, it could.)  
 (Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, almost of the students could understand what the task about.

‘Before the teacher discussed how to use and pronounce the phonetic symbols. He asked to the students what the Task was about. Almost of the students tried to answer the question although they were in the different sentences and expression. ‘  
 (Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Input**

In the relation to the input, the inputs for Task 3 are a video and an instruction. The video and the instruction are effective

enough to help the students understand the tasks. From the following interview we could see that the inputs are appropriate.

- R : “*Apakah videonya dan instruksinya jelas?*”  
(Were the video and the instruction clear?)  
S : “*Ya miss jelas.*”  
(Yes, they were)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Here, the students said that phonetic symbols were something new for them. They were really interested to the task and tried to pronounce every words correctly. They also wanted to learn phonetic symbols more and more.

‘The teacher explained the instruction and what the task about. The teacher asked the students whether they understood the task about or not. The students gave respon that they understood it. They gave a good respon, so that the inputs were effective.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Activity**

In the relation to the activities, watching the video carefully and pronouncing the words correctly. Here, the students had to know how to read the phonetic symbols. Watching and pronouncing were done well. The activites are effective to make the students understand the material related parts of the body to describe people. And the most important thing is it could make the students practice their micro skill, pronunciation ability. It could be seen in the interview below.

- R : “*Apakah kegiatan membaca (pronounciation) kata satu persatu dengan menonton video membuat dik bosan?*”

(Did the activities of pronouncing words one by one make you bored?)

S : *"Tidak, malah bisa latihan membaca (pronunciation) dengan benar juga mengerti simbol-simbolnya."*

(No, they did not. I could pronounce correctly and know the symbols used)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note the activities ran smoothly. All the students could follow the task. Every student who asked to pronounce the word loudly was did it.

'Before asked the students one by one to pronounce the words, the teacher asked them to watch the video carefully. The teacher asked some students to pronounce a certain word loudly. The teacher said that the students, who did not get turn to pronounce the words, would get turn to answer the task. '

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Setting**

In the relation to the setting, doing this task individually for pronouncing the words run well. Although, they had to pronoun every word individually, they enjoyed the task. Pronouncing individually made the students was being autonomous learners. It could be seen from the following interview

R : *"Apakah Adek mengalami kesulitan mengerjakan Task 3 individu?"*

(Did you get any difficulty to do the Task 3 individually?)

S : *"Tidak juga,soalnya cara membacanya juga sudah dicontohkan dalam video."*

(No, I did not because the video gave the example of how to pronounce every word correctly.)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Besides, the field note also showed that pronouncing the words individually and correctly was effective.

‘The student needed about 2 minutes to pronounce a certain word correctly. He could pronounce correctly by watching the video. Moreover, the teacher gave correction when the students were trying to pronounce the words one by one. After that the teacher asked the whole class to pronounce the difficult one, the word which was too difficult to pronounce like for example: the word ‘fingernail’. Almost of the students could follow the task smoothly.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Teacher role**

In the relation to the teacher role, the teacher gave feedback to the students’ pronunciation and correction. Before the students started working, the teacher gave explanation related to the task’s instruction. The teacher also explained the phonetics symbols related to the words were given. By moving around the class the teacher checked the students’ understanding how to read the phonetic symbols. Moreover, the teacher was be a model to give clearer example how to pronounce a certain word. The following interview could show that the teacher did his role well.

R : “*Apa saja yang telah Pak Guru lakukan saat kalian mengerjakan Task 3?*”

(What did the teacher do while you were finishing Task 3)

S : “*Pak guru tadi keliling kelas dan membantu kalau ada tidak mengerti simbol-simbolnya dan memberitahu cara bacanya.*”

(He moved around the class and helped us if we got any difficulty at understanding the phonetics symbols and checked our pronunciation.)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, the teacher always helped the students and gave responses to the students' pronunciation.

'When the students started to repeat the video's pronunciation, the teacher always corrected their pronunciation. Related to the pronouncing the words correctly based on the video, the teacher also gave explanation related to the phonetic symbols. Then, he gave response or feedback on the students' pronunciation.'

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Learner role**

In the relation to the learner role, the task could make the students actively join in the teaching and learning process by watching the video carefully. The students could practice their micro skill, pronunciation through this task. The following interview could show it.

- R : *"Apakah adek bisa praktek melafalkan setiap kata dan mempelajari simbol-simbolnya?"*  
(Could you practice at pronouncing every word and learn the phonetics symbols?)
- S : *"Iya"*  
(Yes, I could.)
- (Appendix E / Interview 7, March 11<sup>th</sup>, 2010)
- It could also be seen from the field note.

'The students improve their micro skill by repeating after the video. The also learnt the phonetics symbols by paying attention to the teacher explanation. Although the students had to pronounce every word individually, they could be independent learners.'

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

Based on the components analysis the task that belongs to this group were effective. The students had positive respects and

opinions about the tasks. However there was a suggestion for the input of the tasks. It could be seen in the table below.

**Table 102. Conclusion of the Evaluation of Task 3 (Try Out 2 Unit 2)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Improving micro skill and as the input for the next task</li> <li>2. Knowing pnonetic symbols</li> </ol>	Effective	–
Input <ol style="list-style-type: none"> <li>1. Video</li> <li>2. Instruction</li> </ol>	Effective	-
Activity <ol style="list-style-type: none"> <li>1. Watching the video carefully</li> <li>2. Pronouncing the words correctly based on the video</li> <li>3. Reading the phonetic symbols</li> </ol>	Effective	-
Setting <ol style="list-style-type: none"> <li>1. Individually</li> </ol>	Effective	-
Teacher role <ol style="list-style-type: none"> <li>1. Feedback given</li> <li>2. Exampleand explanation given</li> </ol>	Effective	–
Learner role <ol style="list-style-type: none"> <li>1. Practice their micro skill pronuncition</li> <li>2. Read the phonetic symbols</li> </ol>	Effective	–

From the table above, we could conclude whether Task 3 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the

Task. Here, the teacher and the students agreed to the Task 3 according to the interview.

**iv. Task 4**

The result of the questionnaire could be seen as follows.

**Table 103. Descriptive Statistics of the Effectiveness of Task 4 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 4 could help the students to start knowing people's description on kind of shapes.	20	14	2	0	0	4.52
2.	The video as the input is clear	17	11	6	2	0	4.19
3.	The video as the input are easy to be understood	19	8	7	1	1	4.19
4.	The activity is interesting	15	13	6	2	0	4.13
5.	Writing the meaning of the words based on the video is effective	20	11	3	1	1	4.36
6.	Doing the tasks individually is effective	14	12	8	1	1	4.02
7.	The teacher explains what the task about clearly	17	8	1 0	1	0	4.13
8.	The teacher gives feedback to the students' work	15	12	1	1	7	3.75
9.	The task could help to increase the students' vocabulary mastery related to describing people	20	9	5	1	1	4.27
10.	The task could help students to participate actively in the learning process	20	12	3	1	0	4.41

Based on the table above, the average score shows that the task is effective. The respondents give good responses and it could be seen from the result. The average score of the respondents'



agreement toward the questionnaire ranges from 3.61 to 4.27. It means that the respondents or the students agree to the Task. It is supported by the interview and field notes of each component

### **Goal**

Task 4 is watching the video on kinds of the shape carefully, and then writes the meaning of the words based on the video. The goal of this Task is to check the students' vocabulary related to describing people. Through this Task the students could increase their vocabulary related to descriptive text in describing certain people that are needed. Since the goal could be achieved the Task is efficient. It could be seen from the following dialogue

- R : *“Apakah Task 4 dapat menambah kosakata adik dan pemahaman adik tentang cara mendeskripsikan seseorang?”*  
 (Could Task 4 increase your vocabulary and your comprehension related to describing animals?)
- S : *“Setelah mengerjakan Tasknya, jadi menambah kosakata saya dan jadi lebih tahu kosakata untuk mendeskripsikan seseorang.”*  
 (After doing that Task, I know a lot of vocabulary and more understand the vocabulary was used in describing people.)  
 (Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Field note was also used to get the data. From the following field note, it could be seen that the goal was achievable.

‘Before the students started to do the task, the teacher always explains what the task about. Then the teacher gave time to the students at watching the video three times carefully while they were writing the meaning of the words in the Task. Almost all the students gave correct answers in Task 4.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Input**

In relations to the input, the inputs in this Task are the video and the instruction. The video as the input is about two minutes. The students could find the meaning of the words by watching the video carefully. As the input, the instruction could be understandable. Here, the teacher sometimes needed to explain to certain students what the instruction about. The inputs were related to describing people. Based on the interview the input are effective.

- R : “*Apakah video dan instruksi yang disediakan jelas?*”  
(Are the video and the instruction available clear?)  
S : “*Ya mbak jelas dan mudah.*”  
(Yes, they are clear and easy)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The other data were obtained from the field note. The following field note also shows that the inputs are effective.

‘After all the students finished doing the Task individually, the teacher asked them whether the video and the instruction were clear or not. Almost of the students said that it was clear. However, some of them needed further explanation related to the instruction.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, watching the video carefully, then writes the meaning of the words based on the video. By doing Task

4, the students could increase their vocabulary arelated to describing people. It also could be used to check the students' understanding. The students did the activities well. Through this activity they could know the vocabulary used to describe people. So, after completing it, they could make description related to describing people in the next Task. The activities in the tasks are suitable as the guidance Tasks (presentation Task) and for doing the next Tasks. The following interview showed that the activity ran well.

R : “*Apakah kegiatan pada Task 4 menarik?*”  
(Was the activity in Task 4 interesting?)

S : “*Ya, menarik.*”  
(Yes, it is.)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

The situation could also be seen in the field note that the activity ran well.

‘The students started to do the Task by watching the video first. Before the students gave their answers one by one the teacher asked them whether they need an example or not. The students said that they did not need it. After that, the teacher asked one by one to give their answers and sometimes also asked them to spell the words correctly.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, working individually in doing Task 4 is effective. They could try by themselves to finish the Task. Here, the students were expected to be autonomous learners.

After that the students present their answers one by one in turn.

The setting is effective for this Task.

R : *“Apakah menjawab pertanyaan Task 4 secara individu terlalu sulit?”*

(Was filling the blank in the dialogue individually difficult do?)

S : *“Ya, lumayan kalau ngerjian sendiri jadi bisa lebih tambah banyak vocabnya”.*

(Yes, it was. By doing individually we could increase our vocabulary more and more)

(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note all the students finished the task well. The field note was written during the learning process.

‘The students started to finish the task individually while they were watching the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends if they got difficulty.’

(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher helped them to finish the task by giving explanation related to the instruction. The teacher also gave them a chance to watch the video three times. Besides, the teacher also gave feedback on the students’ work. The following interview could show that the teacher did the role well.

R : *“Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan Task 4?”*

(What did the teacher do when you did the Task 4)

S : *“Melihat pekerjaan kami dan membantu sambil berkeliling.”*

(He moved around to see our work and helped us)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

Based on the field note, the teacher helped the students when they did not understand or got any difficulty. The teacher also moved around the class.

‘The teacher moved around the class to see the students’ work. He helped the students who got confusing to do it and gave explanation.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, the students had a chance to do the Task individually based on the video given. By doing this Task, the students not only listened the teacher’s explanation related to the instruction and the Task about but could check their understanding related to kinds of shape to describe people’s face. The students could increase their vocabulary mastery by doing this Task. They also could be practice to spell correctly. The following dialogue could show it.

- R : “*Bisakah Adik ikut aktif mengerjakan Task 4 tadi?*”  
(Could you finish the Task4 actively?)  
S : “*Iya Miss bisa. Kan tadi mengerjakan secara individu.*”  
(Yes, I could. Because we had to do the task individually.)  
(Appendix E / Interview 7, March 11<sup>th</sup>, 2010)

It could also be seen in the field note. The students had to do the Task individually and tried to finish it by themselves.

‘The teacher asked the students to do the Task individually and sometimes the teachers asked them to spell the words

correctly. The teacher also built discussion by asked other students whether their friend had correct answer or not.’  
(Appendix D / Field note 7, March 11<sup>th</sup>, 2010)

Based on the analysis above, the Task is effective. The task could be done well. Because of it, there was no revision.

**Table 104. Conclusion of the Evaluation of Task 4 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Checking student's vocabulary mastery 2. Practicing their spelling	Effective	–
Input 1 Video for about two minutes 2 Instruction	Effective	–
Activity 1. Watching the video carefully 2. Finding the meaning of the words based on the video 3. Spelling a certain word correctly	Effective	–
Setting 1. Individually 2. Sometimes the whole class	effective	–
Teacher Role 1. Monitoring 2. Feedback given 3. Correction given	effective	–
Learner role 1. Checking the understanding related to vocabulary mastery 2. Practicing to spell	effective	–

From the table above, we could conclude whether Task 4 was effective since the result of the questionnaires was more than

3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 4 according to the interview.

**v. Task 5**

The students' response about the Task could be seen from the result of the questionnaire. The questioner covers the components of the task.

**Table 105. Descriptive Statistics of the Effectiveness of Task 5 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 5 helps to practice students' pronunciation related to parts of the body.	16	8	9	3	0	4.02
2.	Task 5 improves the students' spelling and checking their vocabulary related to people's description.	20	8	6	2	0	4.30
3.	The video as the input is clear.	20	14	2	0	0	4.52
4.	The activities are interesting and run well.	17	11	6	2	0	4.19
5.	Playing the game related to people's description in pairs is effective.	23	9	4	0	0	4.52
6.	Asking two of your friends to stand up in front of the class and one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned are effective.	14	17	3	2	0	4.19
7.	Spelling the words is effective	22	11	1	2	0	4.47
8.	The teacher gives feedback to the students related to what they have done at playing the game.	16	14	4	1	1	4.19
9.	The Task could build interaction with friends and	23	8	4	1	0	4.47

	the teacher.						
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The table shows that the mean or the average score of the respondents' agreement toward the questioners ranges from 3.56 to 4.47. As a matter of fact, the minimum acceptance of the average score or mean is 3.00 and the minimum score is 5.00. Therefore, it can be concluded that the students agreed to the Task and that the task was effective. This is also supported by the result of the interview and field note of each component.



### **Goal**

Task 5 is about playing the game related to people's description in pairs in front of the class. The goal of this Task is to make the students active in the class and could communicate with their friends actively. Through this Task, the students were expected to practice their micro skills, pronunciation and spelling ability. The following interview could show that the goal was achievable.

- R : *“Apakah Task 5 membantu Adik meningkatkan keterampilan melafalkan kata dengan tepat sekaligus mengejanya?”*  
 (Could Task 5 improve your micro skill, pronunciation and spelling skills?)
- S : *“Ya dung Miss”.*  
 (Yes, it could.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The following field note also shows that the goal is achievable.

‘The students got a chance to play the game. Here, two of them were asked to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. By having this Task the students practiced their pronunciation, spelling, and increased their vocabulary mastery. The students played the game happily text.’  
 (Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Input**

The input of this task is the instruction. As the input, the instruction could provide situations in playing the game. However,

it is not complete enough. Based on the students' suggestions the instruction should be completed with the number of the parts that should be mentioned by them in order to be their limit. It could be seen from the field note.

'When the students started to do Task 5, many students asked the teacher how many parts of the body they should mention and chose. Then, the teacher explained to them whether they had to mention five parts as the minimal requirement. Some students asked that it should complete with how to spell or not. And the teacher answered if I ask you, so you have.'

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

The interview was also done with the teacher. There was a suggestion from the teacher related to the instruction.

R : *"Menurut Bapak apakah input dalam Task 5 sudah cukup jelas dan menarik?"*

(Do you think the input in Task 5 is clear and interesting?)

T : *"Saya kira sudah."*

(Yes, I do. It think.)

R : *"Selain itu bagaimana dengan instruksinya pak, jelas tidak?"*

(Is the instruction clear?)

T : *"Nah itu mbak, untuk yang model Task kaya gini, juga dilengkapi dengan berapa banyak yang harus disebutkan, tadi juga ada yang bertanya perlu di spell atau tidak. Jadi siswanya tidak bingung lagi dan bertanya-tanya soal instruksinya."*

(I think for this Task, the instruction of how many parts of the body they had to mention, and did they have to spell every word or not should be added so that the students did not confuse to the Task given. So, they could do the Task actively and do not need to ask the teacher again and again.)

(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activities, playing the game, asking two of the students to stand up in front of the class, then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. All the activities could increase the students' confidence to perform in front of the class and could increase their vocabulary mastery. By doing these Tasks the students could practice their micro skill, pronunciation and spelling ability. The activity was interesting because all the students did it happily. They looked happy because they could play together while they were learning.

- R : *"Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?"*  
 (Did the activity make you happy and did it run well?)  
 S : *"Ya Miss."*  
 (Yes, it did)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

From the field note the activity also ran well. All the students that were asked to perform the dialogue did it happily.

'After the teacher was sure that the students played the game correctly and pronounced every word correctly. He asked some students to perform. The students wanted to do that and other students paid attention. The other students sometimes gave correction.'

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Setting**

The setting for the task is working in pairs. Doing the task in pairs was effective for task. The game needed 2 persons to stand

in front of the class. One of the student had to mention the parts of the body in English and other touched the part of the body that is mentioned. The students also did not feel hard to finish the task in pairs. The following interview could show it.

- R : *“Apakah bermain kata dengan menyebutkan bagian-bagian dari tubuh secara berpasangan terlalu sulit?”*  
 (Is playing the game by mentioning part of the body in pairs difficult?)
- S : *“Tidak, malah seru soalnya bisa bermain sambil belajar miss.”*  
 (No, it is not. It is really interesting, because we could play the game while we were studying.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

From the observation during the try out the setting in pairs was suitable for the tasks. It could be seen in the field note.

‘Every student played the game happily. They could work together with their partner. Although, they sometimes laughed because they were shy to perform in front of the class. Here, they got free to choose their partner, so they did not spend much time to find their partner. It was because their partner was their table mate and some of them join with their soulmate.’

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did his role well. The teacher gave feedback on the students’ work in playing the game and pronouncing every word. The teacher helped the students to spell the word correctly if they got any difficulty.

- R : “*Apa yang sudah Pak Guru tadi lakukan selama kalian melakukan permainan pada Task 5?*”  
(What did the teacher do when you were playing game on Task 5?)
- S : “*Membantu mengecek pelafalan dan spelling kita.*”  
(He helped to check our pronunciation and also our spelling.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the field note, the teacher did a good job there.

The teacher not only sat down and gave task but also gave feedback and helped the students in doing the Task.

‘The teacher stood in front of the class and sometimes moved around the class when they played the game in pairs. The teacher gave feedback and comment about the students’ pronunciation and spelling. He always corrected their mistakes and he also asked some of the students to give correction.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, being active in the class is achievable. The students performed in front of the class by playing the game. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. They had to mention five parts minimally. Some of the students also gave feedback by giving correction to their friends

that had performed in the class. Through this Task, the students could be active to interact with their friends. It could be seen from the following interview.

- R : “*Apakah tadi Adik bisa aktif berinteraksi dengan teman?*”  
(Could you be active to interact with your friend?)
- S : “*Ya, soalnya pak guru tadi juga menyuruh kita mengoreksi pelafalan dan pengejaan teman yang sedang bermain di depan.*”  
(Yes, we could. The teacher asked to give correction to our friends pronunciation and spelling.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the field note, the students got chance to communicate with their friends and followes the teaching and learning process actively. Through playing the game they could have interaction.

‘The students performed the game in pairs. The students build interaction by standing up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

Based on the analysis above, the Task is effective. However, there is a suggestion from the teacher and the students. The suggestion is related to the input.

**Table 106. Conclusion of the Evaluation of Task 5 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal	Effective	–
1. Building students' interaction with their friends		
2. Improving the students' micro skills, pronunciation and spelling		
3. Increasing their vocabulary mastery		

Input 1. Video 2. Instruction	Effective	–
Activity 1. Playing the game 2. Asking two of the students to stand up in front of the class 3. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned	Effective	–
Setting 1. Working in pairs	Effective	–
Teacher role 1. Feedback given 2. Checking the students' pronunciation and spelling	Effective	–
Learner role 1. Communicating with their friend 2. Practicing their micro skills, pronunciation and spelling	Effective	–

From the table above, we could conclude whether Task 5 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 5 according to the interview.

#### vi. Task 6

The sources of the data were taken from questionnaires, interview and the field notes. This is the result of the questionnaires.

**Table 107. Descriptive Statistics of the Effectiveness of Task 6 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 6 improves the macro skill, speaking skill.	20	15	1	0	0	4.52
2.	Task 6 could improve the understanding about the descriptive text related to describing people.	22	10	2	2	0	4.44
3.	The video as the input is clear.	15	10	7	4	0	4.00
4.	The video as the input is easy to be understood.	15	10	1 1	0	0	4.11
5.	The the instruction as the input is easy to be understood and clear.	20	8	3	5	0	4.19
6.	The activity is interesting.	16	10	8	1	1	4.08
7.	The activity could be less boring.	19	8	8	1	0	4.25
8.	Finishing the Task in pairs is effective.	23	10	3	0	0	4.55
9.	The teacher could guide in doing the Task.	20	15	1	0	0	4.52
10.	The Task could help to build communication and interaction with friend	22	10	2	2	0	4.44

The table shows that the average score is higher than 3.00. It means that the result of the questioner shows that the task was effective since the respondents gave good responses. The range of the average score is from 3.75 to 4.38. The result of the questionnaires was also supported with the interview and the field note of every component.



### **Goal**

Task 6 is at working in pairs and watch the video carefully. Then, discuss the questions followed. The goal of the Task is to improve the students' interaction and communication with their friends. Besides, the task is aimed at improving the students' understanding about the material that they got before and they had to be learnt. Through this Task the students hopefully could learn happily. Based on the interview below we could know that the goal was achievable.

- R : *“Apakah dengan Task 6 tadi Adik bisa berkomunikasi dan berinteraksi dengan teman?”*  
 (Could you have a communication and interaction with your friend through the Task 6?)
- S : *“Iya mbak, tadi berdiskusi dengan teman sebangku”*  
 (Yes, I could. I had discussed with my partner about the question related to video given.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication with their friends.

‘The students worked in pairs to finish the game. Every student had to answer the Task if the teacher asked him/her. They had interacted with one another. They built communication with their friends.’  
 (Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the task has a clear instruction of doing the Task 6. The instruction was written in details. Besides, there was a video as the example for the students. The video was

describe the characteristics of someone. It was about two minutes. Since the students could do the Task well, the instruction and the video were effective. The following interview could show it.

R : *“Apakah tadi instruksi dan vidionya jelas?*  
(Were the instruction and the video clear?)

S : *“Iya jelas karena detail.”*  
(Yes, it were. They were detailed.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The other data were taken in the field note. The data show that the students could understand the instruction and also the video given.

‘Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about and also asked them to watch the video carefully. They could do it well.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Activity**

In relation to the activities, the Task were working in pairs and watching the video carefully. Then the students had to discuss the questions followed. The activities of the Task were effective. All the students did the Task well with their partner. Some of them moved around the class and ask their friends to finish the Task correctly by looking their friends’ works. The Task could attract the students’ interest because the Task was related to their friends’ characteristics. Every student tried to finish the Task smoothly.

The following interview could show that the activity were effective.

- R : *“Apakah aktivitas Task 6 menarik?”*  
(Were the activities of Task 6 interesting?)
- S : *“Iya mbak.”*  
(Yes, it was.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)
- The other data also showed that the students did the activity well.

‘All the students worked in pairs happily at working in pairs and watching the video carefully. Then, they discussed and answered the questions. Some of them moved around the class to finish the game.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the task was done in pairs. They did it with their partner. The setting of the Task was effective. It was because the Task was too difficult to do individually. All of the students could finish the Task well and happily. In the following interview it could be seen.

- R : *“Apakah ada kesulitan menyelesaikan Task 6 dengan berpasangan seperti tadi?”*  
(Was there any difficulty to finish the Task in pairs?)
- S : *“Tidak, justru lebih mudah soalnya bisa berdiskusi dengan teman sebangku.”*  
(No, it was not. It was easier because we could discuss with our partner.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The situation could also be seen from the field note. The students cooperated with each other to finish the Task.

‘All students did the Task smoothly. Every student looked enthusiastic in doing the Task. So they had roles in the Task by discussing with their friends. The students also looked enjoyable doing the Task 6. Working in pairs made them learn to cooperate with each other.’

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Teacher role**

In relation to the teacher role, the students admitted that the teacher did the role well. The teacher explained in details what they were going to do in the Task. The teacher maintained the time for doing the Task and watching the video. After the time was over, the teacher checked the students’ works by asking them one by one to tell the result of their discussion. The following interview could show the role of the teacher.

- R : *“Apa yang dilakukan Pak Guru tadi selama adik mengerjakan Task 6?”*  
(What did the teacher do during the Task 6?)
- S : *“Beliau menjelaskan cara mengerjakan Tasknya dan memberi koreksi juga juga sambil menunjuk satu persatu.”*  
(He explained the way how to do the Task and gave correction to the students’ works by asking them one by one.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Besides doing an interview, the researcher used field notes to get the data. The following field note showed the teacher role was effective.

‘The teacher explained the instruction clearly. During the time when the students watched the video the teacher guided them how to do the Task and gave support. The teacher also maintained the time.’

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Learner role**

In relation to the learner role, the learner had an important role. It was because of the tasks done by all of the students. The tasks could not run well without the participation of the students. The students could communicate and interact with friends. The students were the subject in doing this Task. They discussed the Task with their partners smoothly.

- R : *"Apakah Adik ikut berperan aktif waktu menyelesaikan Task 6 tadi?"*  
 (Were you active in Task 6?)  
 S : *"Ya, mbak. Kan diskusi berdua."*  
 (Yes, I was, because we could discuss with our partner.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The field note also showed the same situation, that the learner could be active in that Task.

'The learner did the Task with their partner and the teacher just guided while he was playing the video. All the activity was done by the students. They could be communicating actively through doing the Task.'

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could finish the task well. Through this task they could learn happily. There was no evaluation for this task.

**Table 108. Conclusion of the Evaluation of Task 6 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal	effective	—

1. Building interaction and communication with friends 2. Improving students' understanding about the materials related to describing people characteristics 3. Communicating actively		
Input 1. Instruction 2. Video	effective	
Activity 1. Work in pairs and watch the video carefully 2. Discussing the questions	effective	–
Setting 1. Working in pairs	effective	
Teacher role 1. Explanation given 2. Guiding the students	effective	–
Learner role 1. Communicating actively in a class	Effective	–

From the table above, we could conclude whether Task 6 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 6 according to the interview.

vii. **Task 7**

The result of the questionnaire to know whether the students agree on the task could be seen in the following table.

**Table 109. Descriptive Statistics of the Effectiveness of Task 7 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 7 improves the speaking skill by answering the questions orally.	18	8	8	2	0	4.16
2.	Task 7 could lessen the boredom in learning.	22	10	3	1	0	4.47
3.	The instruction as the input is easy to be understood.	21	8	5	2	0	4.33
4.	The video as the input is clear.	23	6	5	2	0	4.38
5.	The activity is interesting.	20	8	3	5	0	4.19
6.	Doing the Task in individually is effective.	18	9	7	2	0	4.19
7.	The teacher could guide and give the example how to do the task.	11	9	10	6	0	3.66
8.	The Task could help to be active in the class orally.	18	8	8	2	0	4.16

The table shows that the mean or the average score ranges from 3.88 to 4.47. The average score shows that the students as the respondents agree on the Task. It means that the Task was effective. The other data to know the effectiveness of this Task could be seen from the interview and the field note of each component.

### **Goal**

Task 7 is watching the video and answering the questions followed. The Task had to answer individually and orally. The goal of this Task is making the students communicate and interact with the teacher in the class. Because the students had to be autonomous

learners while they were finishing the Task. The students could also improve their understanding by watching the video three times. Through this task they could study happily. From the following interview it could be seen that the goal was achieved.

- R : “*Apakah dengan mengerjakan Task 7 tadi adik bisa berkomunikasi dan berinteraksi aktif di kelas?*”  
 (Could you have a communication and interaction actively in the class while you were doing the Task 7?)
- S : “*Iya mbak.*”  
 (Yes, I could.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication in the class with their teacher and friend.

‘The student watched the video and answered the questions followed. They had to do the Task individually. One of them was asked by the teacher to answer one of the question orally. Fortunately, he could answer the question correctly. Then, the teacher asked other students one by one. All the questions were done smoothly.’  
 (Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Input**

In relation to the input, the task had a clear instruction and video to do the Task individually and orally. The instruction was written in details. However, some of the students asked the teacher whether they should do the Task individually or in pairs. There was also a video that was played three times to make the students easier in doing the Task. Since the students could do the Task 7 well, the



instruction was pretty effective. The following interview could show it.

- R : *“Apakah tadi instruksi dan videonya jelas?*  
(Were the instruction and the video clear?)
- S : *“Iya mbak, tapi sedikit kurang jelas, harus dikerjakan sendiri atau dengan teman sebangku.”*  
(Yes, they were. However, the instruction should be clearer by adding whether the Task had to finish individually or in pairs.)  
(Appendix E / Interview 8, March 13th, 2010)

The other source of the data was taken in the field note. The data showed that the students could pretty understand the instruction.

‘The teacher asked the students to read the instruction first before they started doing the Task. Then, the teacher asked some students to explain it and explained how to do the Task. Unfortunately, some of them still asked the teacher whether they should do the Task individually or in pairs. The students could do it well.’  
(Appendix D / Field note 8, March 13th, 2010)

### **Activity**

In relation to the activity, watching the video and answering the questions followed individually. The Task was effective to lessen the students’ boredom in learning. The students did the Task orally by watching the video three times. The activity of Task 7 ran well. The students who were asked to answer the question orally did it well. The following interview could show it.

- R : *“Apakah aktivitas Task 7 menarik?”*  
(Was the Task 7 interesting?)
- S : *“Iya menarik mbak. Jadi lebih bisa soalnya kerja individu.”*  
(Yes, it was. We were more understand because we did individually.)  
(Appendix E / Interview 8, March 31<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

‘There was a student who was asked by the teacher to answer the question number one. She could answer it although some of them also gave their answer. Here, some of other students always gave their answer when the teacher asked one of them. So, they were really enthusiastic to answer all the questions based on the video orally. The Task was ended after some of them could answer the questions. ’  
(Appendix D / Field note 8, March 13th, 2010)

### **Setting**

The task was done individually. Doing the Task 7 individually could improve their ability in arranging good sentences and also increase their confidence to be autonomous learners. So that the Task was effective since the students did it smoothly. And they were very happy in doing the Task while they were watching the video, because it was something new for them, doing the Task based on the video. Here, they also could be more creative in arranging the sentence. In the following interview it could be seen.

- R : *“Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”*  
(Was there any difficulty to finish the Task 7 individually?)
- S : *“Kalau individu jadi lebih mengerti maksud walaupun sedikit lebih sulit.”*

(If we did individually we would more understand,  
although it was little bit difficult to be autonomous learners.)  
(Appendix E / Interview 8, March 13th, 2010)

The situation could also be seen in the field note.

‘The students did the Task individually and they answered the questions orally based on the video that was played by the teacher. Although they answered the Task directly, they could do it well. Almost of the students did not get difficulties in answering the questions. Some students still needed some guidance from the teacher at arranging the sentence.’

(Appendix D / Field note 8, March 13th, 2010)

### **Teacher role**

In relation to the teacher role, the teacher guided the students to do the Task. The teacher also participated in that Task by gave correction to their pronunciation and arranging the sentences. He also gave like such example whether the sentence should have subject, predicate minimally. The Task could build the students’ confidence and creativity related to be an autonomous learners. The students also admitted that the teacher did the role well. It could be seen in the following interview.

- R : “*Apa yang Pak guru lakukan selama kalian mengerjakan Task 7 secara individu?*”  
(What did the teacher do when you were doing Task 7 individually?)
- S : “*Beliau memberi contoh, beliau juga memberi penjelasan dan memandu penyusunan kalimat dengan benar.*”  
(The teacher gave example, he also gave explanation and guided us to arrange a sentence.)  
(Appendix E / Interview 8, March 13th, 2010)

The data were taken from the field note.

‘The teacher gave an example of how to arrange a sentence. The teacher answered number one as the example. During the Task

7 the teacher participated and also guided the students in finishing the Task in order the students did not get any difficulty.’  
(Appendix D / Field note 8, March 13th, 2010)

### **Learner role**

The same as Task 6 the students were the subjects who did the Task 7. They could do the Task individually although some of them needed teacher’s help to arrange the sentence correctly. Here, the students could increase their speaking skill and their confidence to speak. And also they could communicate and interact with their friends and their teacher. They could practice their speaking ability by answering the question orally. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam Task 7 tadi?*  
(Could you be active in that Task 7?)  
S : “*Ya mbak karena mengerjakannya  
individu jadi semuanya harus sendiri.*”  
(Yes, I could. I did everything by myself because it was an individual work task)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The situation could also be seen in the following field note.

‘There was a student who needed the teacher’s help at arranging the sentences. The other students were enthusiastic to get the next turn, some of them always gave their answer although the teacher did not ask them to answer. All the activities were done by the students. They could practice their macro skill, speaking by answering the Task orally.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

Based on the analysis of the components, there is an evaluation for this task. The evaluation should be done on the setting to finish the task.

**Table 110. Conclusion of the Evaluation of Task 7 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal <ol style="list-style-type: none"> <li>1. Building interaction and communication with the teacher</li> <li>2. Improving students' macro skill, speaking and</li> <li>3. Increasing students' confidence to speak actively</li> </ol>	Effective	–
Input <ol style="list-style-type: none"> <li>1. Instructions</li> <li>2. Video</li> <li>3. Example</li> </ol>	Effective	–
Activity <ol style="list-style-type: none"> <li>1. Watching the video and</li> <li>2. Answering the questions followed individually.</li> </ol>	Effective	–
Setting <ol style="list-style-type: none"> <li>1. Working individually</li> </ol>	Effective	–
Teacher role <ol style="list-style-type: none"> <li>1. Explanation given</li> <li>2. The teacher's guidance</li> </ol>	Effective	–
Learner role <ol style="list-style-type: none"> <li>1. Watching the video three times</li> <li>2. Answering the questions based on the video individually</li> <li>3. Communicating actively in a class</li> </ol>	Effective	–

From the table above, we could conclude whether Task 7 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 7 according to the interview.

viii. **Task8**

The result of the questionnaires to know whether the students agreed on the Task could be seen in this following table. The questionnaire covers 6 components of the task, goal, input, activity, setting, teacher role, and learner role.

**Table 111. Descriptive Statistics of the Effectiveness of Task 8 (Try Out 2 of Unit 2)**

No	Statement	Skor					Mean
		5	4	3	2	1	
1.	The task could be the step at checking the students' understanding in comprehend the video.	14	17	3	2	0	4.19
2.	The questions could help to understand the content of the video that would be used in the next task.	22	11	1	2	0	4.47
3.	The video and the instruction as the input are clear.	16	14	4	1	1	4.19
4.	The video and the instruction as the input are interesting.	16	14	4	2	0	4.22
5.	The activity of answering questions orally is interesting.	17	8	1 0	1	0	4.13
<b>No</b>	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>(Continued)</b>		
6.	The activity of answering the questions directly is interesting.	15	19	1	1	0	4.33
7.	Answering the questions based on the video is effective.	22	10	2	2	0	4.44
8.	Delivering the answer individually is effective.	15	10	7	4	0	4.00

**(Continued)**

9.	The teacher gives feedback to the students' work/answer.	14	17	3	2	0	4.19
10.	The Task helps students to communicate and speak actively.	8	19	6	3	0	3.88

The table shows that the average score of the result is higher than 3.00. The range is from 3.86 to 4.38. It can be concluded that the students agreed on the task and that the task was effective. The other data can also be seen in the interview and field note of every component.

**Goal**

Task 8 was watching the video. Then, the students had to choose whether the statements are true or false, write (T) if the statement is true and (F) if the statement is false. The Task presented in the form of direct answer. Task 8 was aimed to check students' understanding in responding question and comprehending the content of the video. By answering the questions, the students

could arrange sentences orally by giving the reason of their answers. The questions were related to the next Task. Based on the interview, the goal was achievable.

- R : *“Apakah Task 8 bisa menjadi contoh mendeskripsikan seseorang?”*  
 (Could the Task 8 be the model or example of how to describe people characteristics?)
- S : *“Iya mbak, soalnya videonya juga menjelaskan ciri-ciri tertentu secara detail.”*  
 (Yes, it could. The video showed us people characteristics in details.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The other data could be seen in the following field note

‘The teacher asked the students to find the reason why they answered “True or False”. All the statements could be found in the video whether they true or false. The students then gave the reason correctly based on the video.’  
 (Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Input**

The inputs of this task were the video and the instruction. The video and the instruction were effective because the students gave a good response to the inputs. The statements were based on the video could be found while they were watching the video three times. The students could find the answers from the video that was played by the teacher. Based on the last interview in Task 8, the instruction should be added by clearer setting, doing individually or in pairs. However, both of the inputs were effective. It could be seen in the interview.



- R : “*Apakah vidio dan instruksinya jelas?*”  
(Were the video and the instruction clear?)
- S : “*Ya mbak jelas, keduanya berhubungan.*”  
(Yes, they were. Both of them were related to each other.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The field note also showed that the inputs could be used effectively.

‘The students gave the reason while they were answering the Task. They answer the question indiviually based on the video. They could find the answers by watching the video three times. All the students could find the answers correctly.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Activity**

The activities in Task 8 were watchingthe video, then the students had to write (T) if the statement is true and (F) if the statement is false.The Task could help the students to practice their speaking ability and also their micro skill, pronunciation. Moreover, the students could practice at arranging the sentence directly. Both of the activities could run well. It could be seen in the following interview.

- R : “*Apakah kegiatan menjawab pertanyaan berdasarkan video dan memberikan alasannya membuat bosan?*”  
(Did the activities of answering questions and giving the reason make you bored?)
- S : “*Tentu tidak. Kan bisa sekalian praktek berbicara secara langsung tapi malu.*”  
(No, they did not. Here, we could also practice our speaking ability, although I was really shy.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The field note also showed that the activities ran well. All the students finished the Task well.

‘The students delivered the answers well. Although, they sometimes needed the teacher’s help to arrange the reason. The teacher then asked the students to arrange every sentence correctly. The students did it well one by one. There were about 6 students who gave their answers and reasons.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Setting**

In relation to the setting, the students worked individually and orally. The students answered the questions and gave the reason related to their answers individually too. Then they did the Task by getting the teacher’s help to arrange the reasons correctly. The setting was effective since they could finish and did the task well. The following interview could show it.

- R : *“Apakah menjawab pertanyaan secara individu terlalu sulit?”*  
(Was answering the questions individually difficult for you?)
- S : *“Tidak mbak, karena jawabannya ada pada video yang ditonton tadi.”*  
(No, it was not. The answers were on video that we have watched.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The other data could be seen in the field note.

‘The students finished answering all the questions individually. Then they also delivered the answers and the reasons by themselves. Here, the teacher also helped them to arrange the sentences. After that the students had to arranged the sentences correctly by themselves.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Teacher Role**

The students admitted that that the teacher did his role well. The teacher always gave feedback to the students' answers and discussed the answers with them. The teacher also corrected the students' pronunciation when they gave the answers and helped to arrange the sentences correctly. Here, the following interview could show it.

R : *“Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 8?”*  
(Did the teacher give comment or evaluation when you did Task 8?)

S : *“Iya mbak.”*  
(Yes, he did)

(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

From the field note, it is clear the teacher could do his role well.

‘After the students delivered the answers and the reasons, the teacher gave comment and feedback to the answers and the reasons. The teacher also corrected their pronunciation.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner could active communicate actively with teacher and friends. The learners also got the chance to practice their macro skill, speaking. Here, they also practiced their micro skill, pronunciation. It could be seen from the following interview.

- R : *“Aapkah Adik bisa aktif berkomunikasi dengan teman dan guru tadi?”*  
(Could you communicate actively with friends and teacher?)
- S : *“ Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikan jawaban dan praktik menyusun kalimat dengan benar, juga saling memberi koreksi dengan teman.”*  
(Yes, I could. I had a short discussion with the teacher when delivering the answers and the reasons, I also practiced arranging the sentence and then we corrected each others with my friends.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The situation was also showed in the field note. The students communicated well with their friends and the teacher when they gave opinion to each other and gave such of reason related to the statements. It could be seen in the following field note.

‘The students discussed the answers with the teacher by giving the reason related to the statements. The teacher then asked the other students to give opinions.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students also gave positive responses to this task and they could finish the task well.

**Table 112. Conclusion of the Evaluation of Task 8 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Comprehending the video related to describing people</li> <li>2. Practicing macro skill, speaking ability</li> </ol>	Effective	—
<b>Input</b> <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Statements</li> <li>3. Video</li> </ol>	Effective	—
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Watching the video.</li> <li>2. Writing (T) if the statement is true and (F) if the statement is false and giving the reasons</li> <li>3. Arranging every sentence correctly dialogue</li> </ol>	Effective	-
<b>Setting</b> <ol style="list-style-type: none"> <li>1. Individually</li> </ol>	Effective	-
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Feedback and comment given</li> <li>2. Explanation given</li> </ol>	effective	—
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Practicing macro skill, the speaking ability</li> <li>2. Having interaction or communication with friends and teacher</li> <li>3. Practicing to pronounce every word correctly and arranging every sentence correctly</li> </ol>	effective	—

From the table above, we could conclude whether Task 8 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the

Task. Here, the teacher and the students agreed to the Task 8 according to the interview.

ix. **Task9**

The result of the questionnaire as the data to know the effectiveness of Task 9 could be seen in the following table.

**Table 113. Descriptive Statistics of the Effectiveness of Task 9 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 9 could help to understand and comprehend the video	23	10	2	1	0	4.52
2.	The video as the input is clear	20	13	3	0	0	4.47
3.	The video as the input is easy to be understood	24	10	1	1	0	4.58
4.	The activity of answering the questions is less boring	22	10	3	1	0	4.47
5.	The activity of watching the video while answering the questions is interesting	22	11	3	0	0	4.52
6.	Answering the questions based on the video is effective	17	16	2	1	0	4.36
7.	Answering the questions in pairs is effective	20	14	2	0	0	4.50
8.	The teacher gives feedback to the students' work	23	10	2	1	0	4.52
9.	The Task could help to practice their macro skill, listening speaking abilities	20	13	3	0	0	4.47
10.	The Task could help the students to participate actively in the learning process	10	13	4	8	1	3.63

The table shows that the average score of the respondents' agreement toward the questionnaire ranges from 3.63 to 4.61. It could be concluded that the students agreed on the task and the task was effective. It is because the minimum acceptance of the average score is 3.00 and the maximum score is 5.00. The other data could be seen from the interview and the field note based on each component.

### **Goal**

Task 9 was watching the video carefully and discussing it with their partners. Then, answering the questions followed. The Task was presented in the form of question and answer based on the video. The goal of this task is to check the students' comprehension about the video given and improve their knowledge to describe someone. In this task the students should answer the questions in pairs. Through this task the students are also expected to practice their macro skill, speaking ability. The following dialogue could show it.

- R : *Apakah Task 9 dapat menambah pemahaman adik tentang mendeskripsikan seseorang tadi?*  
 (Could Task 9 add your comprehension about how to describe someone?)
- S : *“Ya, mbak. Karena kita dapat melihat contoh mendeskripsikan seseorang di video yang di putar tadi.”*

(Yes, it did. We could find the example of how to describe someone by watching the video.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The following field note also shows that the goal was achieved.

‘The teacher asked the students to watch the video carefully and discuss it with their partner. Here, the students had to answer the questions based on the video. The students, who were asked to give their answers, did it well and correctly.’

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Input**

The inputs of this task are the video and the instruction. The inputs of this task were effective since the students were not confused when they were doing the task based on the video. The students could understand the instruction and the video easily. It could be seen in the following interview.

- R : “*Apakah instruksi dan video yang disediakan jelas?*”  
(Were the video and the instruction clear?)  
S : “*Ya, jelas mbak.*”  
(Yes, they were clear.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the field note the students could answer all the questions that were available by watching the video.

‘The students answered all the questions while they were watching the video carefully. They did the Task in pairs. By doing Task 9 they could increase their knowledge how to describe someone. The students could answer the question happily.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)



### **Activity**

The activities in Task 9 werewatching the video carefully and discussing it withthe students' partner all the questions followed. After that the students had to give their answer orally. The activities were effective to improve the students' comprehension and practice the students speaking skill and also micro skill, proninciation. The following interview could show it.

- R : *"Apakah semua kegiatan pada Task 9 menarik?"*  
 (Were all the activities in Task 9 interesting?)  
 S : *"Ya."*  
 (Yes, they were.)  
 (Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

The field note also shows that the activity ran well and the students were interested.

'The students, who asked to deliver the answers, did it well. They also discussed the answers with their partners first. There were no students who refused to give their answer orally. Here, they could also practice their speaking ability. '

(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Setting**

The setting of this task is in pairs work. The students answered the question based on the video in pairs. By doing the Task the students could cooperate with their friend. They did not spend much time to three questions that were given. The setting was effective since they could work well. From the following interview it could be seen.

- R : *“Apakah menjawab pertanyaan berdasarkan video bersama teman sebangku terlalu sulit?”*  
(Did answer the questions based on the video in pairs difficult to be done?)
- S : *“Tidak, semua jawabannya ada dalam video jadi gampang.”*  
(No, it did not. We could find all the answer in the video that was given, so it was easy to finish.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the field note, the students took not more than 5 minutes to finish the Task. Almost of the students could do it correctly.

‘The students started to answer all the questions when they were watching the video. They did the Task in pairs happily. Both of them did the Task cooperatively. By doing the Task the students could also practice to communicate with their friend. So, it would improve their speaking ability. The teacher discussed the answer with the other students. Some students were asked to give an explanation about the answers.’  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher had a good role. The teacher gave an explanation about the task and monitored them when they answered all the questions. The teacher always gave feedback to the students’ work. It could be seen from the following interview.

- R : *“Apa saja yang tadi Pak Guru lakukan selama mengerjakan Task 9?”*  
(What did the teacher do during you do the Task 9)
- S : *“Membantu kalau ada yang bingung dan memberi komentar juga.”*  
(He helped us who still confused and also gave comment)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

Based on the field note, the teacher was helped the students when they did not understand or confuse with the instruction/questions. The teacher moved around the class to check the students' work.

'The teacher moved around the class to check and helped the students at finishing the Task. The teacher then explained how the task was done. Here, the teacher did not only check the students' work but also gave such of feedback.'  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner had a chance to build interaction with the teacher and their friends by working in pairs. The learner could also practice their speaking ability and build confidence to answer the all questions orally. It could be seen from the following interview.

- R : *"Apakah Adik bisa aktif berkomunikasi dengan teman dan guru?"*  
(Could you communicate actively with teacher and friends?)
- S : *"Ya, tadi kan kami juga berdiskusi dengan teman sebangku."*  
(Yes, we could. We had a short discussion with our partner too.)  
(Appendix E / Interview 8, March 13<sup>th</sup>, 2010)

It could also be seen in the field note. The students built interaction with the teacher and friends in doing Task 9.

'The teacher discussed the answered with the students. Some students were asked to give an explanation about the answers related to the video was given.'  
(Appendix D / Field note 8, March 13<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The task could be done well. Because of it, there was no revision.

**Table 114. Conclusion of the Evaluation of Task 9 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Checking students' understanding/comprehending about the video that was given. 2. Practicing speak actively.	effective	–
Input 1. Video 2. Instruction	Effective	–
Activity 1. Watching the video carefully. 2. Answering the questions based on the video. 3. Presenting the answers orally.	Effective	–
Setting 1. In pairs	Effective	–
Teacher Role 1. Monitoring 2. Feedback given	Effective	–
Learner role 1. Building communication 2. Practicing to speak	Effective	–

From the table above, we could conclude whether Task 9 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 9 according to the interview.

x. **Task10**

The result of the evaluation questionnaire for Task 10 could be seen in the following table.

**Table 115. Descriptive Statistic of the Effectiveness of Task 10 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 10 could improve speaking ability.	21	10	5	0	0	4.44
2.	Task 10 could improve the creativity in making a sentence related to describing people.	20	13	3	0	0	4.47
3.	The videoand the instruction as the input are clear.	21	11	4	0	0	4.47
4.	The videoand instruction as the input are easy to be understood.	19	15	2	0	0	4.47
5.	The activity of watching the video once again (video in Task 9).	20	13	3	0	0	4.47
6.	The activity of retellingthe person's physical appearanceindividually is interesting.	24	10	1	1	0	4.58
7.	Paying attention to the video and the question to describe someone physical characteristics are effective/interesting.	22	10	3	1	0	4.47
8.	The teacher gives feedback to the students' work.	21	12	2	1	0	4.47
9.	The task helps to practice speaking actively in the class.	21	10	5	0	0	4.44
10.	The task helps to build interaction with friend.	23	5	3	3	2	4.22

The table shows that the task was effective. It could be concluded by the average score of the questioner. The range of the

average score is from 4.11 to 4.61. The other sources of the data could be seen in the interview and field note of every component.

### **Goal**

Task 10 asked the students to retell the person's physical appearance. Here, the students could use the questions that were given as the clue of the description. Besides, the students could also pay attention to the video as the model of the description. This task aimed to improve the students' communication in English related to describing people. Through this task the students could practice their macro skill, speaking ability. They could improve the interaction with their friends and also with their teacher. This Task was also aimed to improve the students' creativity in making description related to describing people. They could improve their understanding about the materials that they had learned before. Based on the following interview it could be seen that the goal was achieved.

- R : *“Apakah Task 10 dapat meningkatkan komunikasi dan keterampilan berbicara Adik berhubungan dengan mendeskripsikan seseorang?*  
 (Could the Task improve your communication skill and speaking skill related to describing people?)
- S : *“Ya mbak, jadi lebih tau cara mendeskripsikan seseorang dengan ciri-ciri yang ada.”*  
 (Yes, it could. Here, we were more understand how to describe a certain people related to their physical appearances.)  
 (Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The situation could also be seen in the following field note.

The students could practice their macro skill, speaking ability and improve to communicate with others.

‘Some of the students performed their description without text. They could practice their speaking ability there.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Input**

The inputs for this task were the video as the example and the instruction and also the questions as the clue. Here, the students got the same video as the video in the Task 9. Then, the instruction was clear enough although some of them needed to ask the teacher whether they had to do individually or with their partner. The students could use the input effectively since they could finish the Task well. The input was effective and it could be seen in the following interview.

- R :” *Apakah video, instruksi, dan pertanyaan yang diberikan jelas?*  
(Were the video, instruction, and the questions clear?)
- S : “*Ya jelas.*”  
(Yes, they were.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The other source that could be used as the data is the field note. In that field note the students showed that they could use the input well to finish the task.

‘Before explaining the instruction and the questions that were presented, the teacher asked them to explain whether they understood to the instruction and the questions. Some of the students explained it well and correctly.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, the students had to retell the person's physical appearance by watching the video before and paying attention to the questions that were given. The students looked enthusiastic to perform their description related to describing people. Performing the description of someone physical characteristics was a good activity to practice their speaking skill and communicate with friends. Based on the interview they could do it well.

- R : *“Apakah kegiatan Task 10 dapat melatih kemampuan berbicara dan menarik untuk dilakukan?*  
(Did the activities of Task 10 improve your speaking ability and was it also interesting to be done?)
- S : *“Ya menarik mbak, jadi bisa lebih mandiri dan lebih bisa.”*  
(Yes, it did. We could become autonomous learner and more understand to the material given “descriptive text”.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

Based on the following field note the activities were run well.

‘All of the groups who were asked to present their description did it well. There were no students that did not want to do it or refused it.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Setting**

The task was done individually. Here, the students could speak actively by doing the Task. Working individually was effective for this Task because it was suitable with the Task that was given. The students could finish the task well individually by



paying attention to the video and the questions. The following interview could show it.

- R : “*Apakah menurut adik mengerjakan tugas ini secara individu sudah efektif?*”  
(Was finishing the task in pairs effective?)
- S : “*Ya mbak.*”  
(Yes, it was.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

Based on the observation during the implementation, the students could work well individually. They finished the Task individually.

‘The students discussed with their teacher if they got any difficulty in arranging the sentences. After they finished doing the Task, the students had to present their description individually. They also presented orally. The students performed the description happily.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the students admitted that the teacher did a good role. The teacher always gave feedback to the students’ work. The teacher also explained to the students about the task and helped them who got difficulties. The following interview could show it.

- R : “*Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?*”  
(Did the teacher give explanation and help you when you got difficulties?)
- S : “*Iya mbak.*”  
(Yes, he did.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The data also could be seen in the field note

‘The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they performed their description related to describing people.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the learner got the chance to practice their speaking ability and communicate well with their friends and their teacher. The learner could actively participate in the learning process because they had to do the Task individually. The following interview could show it.

- R : “*Apakah Adik bisa aktif berkomunikasi di kelas?*  
(Could you speak actively in the class?)  
S : “*Ya mbak, tentu saja.*”  
(Yes, I could,) (Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

Task 10 was effective to be done. There was no evaluation based on the analysis of the components in the first try out. The students gave good responses and did the task well. Here, the Task only needed such of little bit more instruction by adding ‘individually Task’.

**Table 116. Conclusion of the Evaluation of Task 10 (Try Out 2 of Unit 2)**

Component	Analysis	Evaluation
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Building speaking ability</li> <li>2. Improving the understanding of the materials</li> <li>3. Doing the task actively</li> <li>4. Practicing speaking ability</li> </ol>	effective	—
<b>Input</b> <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Video</li> </ol>	effective	—
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Retelling the person's physical appearance.</li> <li>2. Watching the video.</li> <li>3. Paying attention to the questions that were given.</li> </ol>	effective	—
<b>Setting</b> <ol style="list-style-type: none"> <li>1. working individually</li> </ol>	effective	—
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Feedback given</li> </ol>	effective	—
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Watching video again carefully.</li> <li>2. Communicating actively with friends and teacher.</li> </ol>	effective	—

From the table above, we could conclude whether Task 10 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the

Task. Here, the teacher and the students agreed to the Task 10 according to the interview.

**xi. Task 11**

The result of the questionnaire to know the students' responses could be seen in the following table.

**Table 117. Descriptive Statistics of the Effectiveness of Task 11**

**(Try Out 1 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 11 could help to practice speaking ability.	22	11	3	0	0	4,52
2.	Task 11 could improve the understanding of the material related to describing people.	17	16	2	1	0	4,36
3.	The instruction as the input is clear.	20	14	2	0	0	4,5
4.	The instructionas the input iseasy to understand.	23	11	2	0	0	4,58
5.	The activity of describing friends' face in front of the class is interesting.	19	14	3	0	0	4,44
6.	The activity could lessen boredom.	22	13	1	0	0	4,58
7.	Doing the Task 11 individually is effective.	20	15	1	0	0	4,52
8.	Finishing the task individually in front the class is effective.	23	12	1	0	0	4,61
9.	The teacher could guide the students in doingthe task.	23	10	2	1	0	4.52
10.	The Task could build communication and interaction with friend.	22	9	4	1	0	4.44

The table shows that the average score or mean score ranges from 3.75 to 4.52. It means that the task was effective and the students could agree to the task. It is because the minimum acceptance of the average score is 3.00. The other sources of the

data can be seen in the interview and field note of every component.

### **Goal**

Task 11 was also presented in form of a game. The goals of this game were making the students have a communication and interaction with their friends and building their confidence to speak in front of the class. Through this task the students could also study happily and improve their understanding about the material related to describing people. From the following interview it could be seen that the goal was achieved.

- R : *“Apakah dengan game tadi, Adik bisa lebih memahami materi berkaitan dengan mendeskripsikan seseorang?”*  
(Could you improve your understanding related to describing people by the game?)
- S : *“Iya mbak karena kita mempraktekkan mendeskripsikan wajah teman di depan kelas.”*  
(Yes, I could. Because we practiced to describe our friends' face in front of the class.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

Based on the following field note, the students had a good interaction and communication with their friends in front the class.

‘During the game the students used some characteristics in the Task 10 that had been taught before. The students did the game well.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Input**

The input of this task was instruction, and also work sheet. Although the instruction was enough long, it still need to be

completed with such of the clearer on, for example: setting, input (picture). So, it could be concluded whether the inout was not effective because some students were confused withthe instruction.

The following interview could show it.

- R : *“Apakah tadi instruksi Task 1Inya jelas?*  
(Wasthe instruction clear?)
- S : *“Instruksinya kurang jelas, jadi kita semua sedikit bingung harus ngapain miss.”*  
(The instruction was less clear so that all of us were confuse withthe Task and what should we do then.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The other source of the data was taken from the field note.

The data show that the students could less understand to the instruction given.

‘Before playing the game, some students looked confused withthe instruction. Some of them asked the teacher what they should do to the Task.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Activity**

In relation to the activity, doing the game was effective to lessen the students’ boredom in learning. The students played the game well. They looked interested in joining the game and all students paid attention to their friends’ performance. The activity of delivering their description and other students guess the people on the description could help them practice their speaking skill. The following interview could show that the activity was effective.

- R : *“Apakah permainannya menarik?”*  
(Was the game interesting?)
- S : *“Iya menarik mbak.”*

(Yes, it was.)

(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The other data also showed that the students did the activity well.

‘One of the students started to describe one of their friend’s faces in front of the class. Here, they also gave more than three description in order to make the other friends easier to guess. Then others studnets tried to guess whose face in turn by raising their hands to get the turn. Some of the students moved around the class to be nearer so that they would got the turn immadiatedly. They could finish the game happily because they would laugh together when one of them could guess it, they though it was really funny. They also did it smoothly.’

(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Setting**

The task was done individually. By doing the Task 11 individually the tsudents could become autonomous learners because they had to make the description by themselves. Based on the interview finishing the task individually was effective. However, it was different from the observation because a few of them though that it was difficult and they were sahy to stand in front of the class. It could be seen in the following interview and field note.

R : *“Apakah ada kesulitan menyelesaikan permainan tadi dengan individu?”*

(Was there any difficulty to finish the game individually?)

S : *“Tidak, malah bisa mandiri.”*

(No, there was not. Even we could become autonomous learners.)

(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The other situation could be seen in the field note.

‘There were a few of them told to the teacher whether the Task was too difficult if they had to describe by themselves. However, almost the students enjoyed doing the Task, they did the Task happily. Even, some of them moved around the class to do the game based on the instruction.’

(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Teacher role**

In this task, the teacher did his role well. The teacher guided the students in playing the game. The teacher also gave motivation and example to the students. The students also admitted that the teacher did the role well. It could be seen from the following interview.

R : “*Apa yang Pak guru lakukan selama kalian menyelesaikan Task 11?*”

(What did the teacher do when you finished Task 11?)

S : “*Memandu dan memberi semangat juga menunjuk sapa yang harus menjawab dengan bergantian.*”

(He guided and motivated us, he also pointed us who had to guess in turn.)

(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The data were taken in the field note.

‘The teacher sometimes moved around the class to see the students were playing the game and pointed a certain student to guess the description. When there were students who looked confused or got difficulties, he helped them.’

(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

### **Learner role**

The students were as the subjects who played the game. One of them had to stand in front of the class and describe one of their friend face or more than one face. They could communicate and



interact with their friends. They could practice their speaking ability. The following interview could show it.

- R : “*Apakah Adik bisa aktif dalam permainan tadi?*  
(Could you be active in that game?)  
S : “*Ya mbak*”  
(Yes, I could.)  
(Appendix E / Interview 9, March 15<sup>th</sup>, 2010)

The situation could also be seen in the following field note.

‘The students asked their friend to describe the description clearly. The other students tried to guess the description in turn one by one. They did it until they found someone who was described by their friend.’  
(Appendix D / Field note 9, March 15<sup>th</sup>, 2010)

Based on the analysis above, the task was effective. The students could do the task well and the students could reach the goal of this task. The students also gave positive responses about this task. However, there was a little bit revision for the instruction.

**Table 118. Conclusion of the Evaluation of Task 11 (Try Out 2 of Unit 2)**

Components	Analysis	Revision
Goal 1. Building confidence to perform in front of the class 2. Improving speaking ability 3. Improving students' understanding about the material related to descriptive text 4. Communicating actively	Effective	–
Input 1. Instructions	Effective	–

**(Continued)**

(Continued)

Components	Analysis	Evaluation
Activity 1. Describing one of friends' face in front of the class. 2. The students could describe more than one face, two or three faces. 3. Guessing the description one by one.	Effective	—
Setting 1. Individually	Effective	
Teacher role 1. Explanation given 2. Guidance given	Effective	—
Learner role 1. Playing the game 2. Communicating actively in the class 3. Being autonomous learners and building confidence to speak up in front of the class.	Effective	—

From the table above, we could conclude whether Task 11 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 11 according to the interview.

## xii. Task 12

The result of the questionnaire to evaluate Task 12 could be seen in the following table.

**Table 119. Descriptive Statistics of the Effectiveness of Task 12 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	The Task could be the example of how to use grammar (present tense) related to describing people.	21	11	4	0	0	4.47
2.	The Task could help the students to practice their speaking skill.	19	15	2	0	0	4.47
3.	The instruction as the input is clear.	18	16	2	0	0	4.44
4.	The instruction as the input is interesting and easy to understand.	16	19	1	0	0	4.41
5.	The activity of describing one of classmate is interesting	18	12	4	2	0	4.27
6.	The activity of describing classmate's physical characteristics and others guessed it are interesting	21	9	5	1	0	4.38
7.	Describing classmate individually is effective	19	12	4	1	0	4.36
8.	Describing classmate in front of the class is effective	16	19	1	0	0	4.41
9.	The teacher gives feedback to the students' work	19	15	2	0	0	4.47
10.	The student could pratice and speak actively	21	11	4	0	0	4.47

The average score of the result is range from 3.91 to 4.36. It can be concluded that the task was effective. The data were also supported with the interview and the field note of every component.

### **Goal**

Task 12 was placed in the production stage. Here, the students were asked to describe one of their classmate in front of the class orally and the other students had to guess the description. The task was aimed giving the model or example how to use the grammar that had bee taught related to describing people, present tense. By doing the Task the students could also practice and improve their speaking ability. Based on the interview, the goal was achievable.

R : *“Apakah Task 12 bisa menjadi contoh penggunaan grammar yang diajarkan dan neningkatkan kemampuan bicara adik?”*

(Could the Task 12 be the model or example of how to use the grammar, present tense and increase your speaking ability?)

S : *“Iya mbak.”*

(Yes, it could.)

(Appendix E / Interview 9, March 15th, 2010)

The other data could be seen in the following field note.

‘The teacher asked one of the students to describe one of their classmates in front of the class and the other students had to guess it one by one in turn. Here, the student could also practice using grammar, present tense that had been taught. almost of the students could do it well and explain it correctly. Although, the teacher sometimes had to help them in arranging the sentence.’  
(Appendix D / Field note 9, March 15th, 2010)

### **Input**

The inputs of this task were the instruction on the Task 12. Here, the students could understand the instruction easily because the Task was similar to the previous Task. The different was only on the object describe, Task 11 the studnets had to describe their classmate' face and here they had to describe their friend physical characteristics. So that, the input was effective and clear. It could be seen on the interview followed.

- R : *“Apakah instruksi sebagai input yang diberikan pada Task 12 jelas?”*  
 (Was the intruction as the input on the Task 12 clear?)  
 S : *“Ya jelas.”*  
 (Yes, they was.)  
 (Appendix E / Interview 9, March 15th, 2010)

The field note also showed that the input could be used effectively.

‘The students could directly understand and practice their speaking skill after reading the instruction. They did the Task happily. They sometime moved around the class to get the turn to answer quickly.’  
 (Appendix D / Field note 9, March 15th, 2010)

### **Activity**

The activity in this Task was describing one of the students' classmate and other students had to guess the description. Here, the students could follow the Task well so that the activity was eeffective. By doing Task 12the students could also practice at arranging sentences by using present tense and they also could improve their speaking ability. The activity ran well and all the

students could participate smoothly. It could be seen in the following interview.

- R : *“Apakah kegiatan mendeskripsikan salah satu teman di depan kelas membosankan?”*  
 (Did the activity of describing one of your classmates in front of the class make you bored?)
- S : *“Tidak, malah berbeda dari biasanya.”*  
 (No, it did not. It was different from what was normally done.)  
 (Appendix E / Interview 9, March 15th, 2010)

The field note also showed that the activities ran well. All the students joined the task well.

‘The students described one of their classmates in front of the class and the other students had to guess the description. The students did it well and they were enthusiastic.’  
 (Appendix D / Field note 9, March 15th, 2010)

### **Setting**

In relation to the setting, the students did the task individually. The students tried to describe their classmate’s physical characteristics orally in front of the class. Here, the other students had to guess who was the description correctly. The setting was effective since they could do it well. It could be seen in the following interview.

- R : *“Apakah mendeskripsikan salah satu teman sekelas secara individu terlalu sulit?”*  
 (Did describing one of your classmates in front of the class orally and individually difficult for you?)
- S : *“Tidak karena mirip dengan Task sebelumnya dan sambil bermain.”*  
 (No, it did not. The Task was similar with the previous Task and we could play game.)  
 (Appendix E / Interview 9, March 15th, 2010)

The other data could be seen in the field note.

‘The students started to describe their classmate after they had read the instruction. Only some of the students practiced it. Then, other students guess the description one by one after the teacher asked them to guess. The students described their classmate individually.’

(Appendix D / Field note 9, March 15th, 2010)

### **Teacher Role**

The students admitted that the teacher did his role well.

The teacher always gave feedback to the students’ description in arranging the sentences and pronounced every word. And then, asked one of the students to guess the description. The teacher also gave some clues to the student who stood in front the class. The following interview could show it.

- R : “ *Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mengerjakan Task 12?* ”  
(Did the teacher give comment or evaluation when you did 12?)
- S : “ *Iya mbak terutama grammar dan pengucapan.* ”  
(Yes, he did, especially in grammar and pronunciation.)  
(Appendix E / Interview 9, March 15th, 2010)

From the field note it can be concluded, the teacher could do his role well.

‘The teacher stood in front of the class to pay attention to the student’s description and correct her/him. Sometimes, he moved around the class to make the other students active and to ask one of them to guess the description. The teacher also corrected their pronunciation and sentences’ arrangement.’

(Appendix D / Field note 9, March 15th, 2010)

### **Learner Role**

In relation to the learner role, the learner could improve their macro skill, speaking and micro skill, pronunciation. Here, the student could also practice arranging the sentences correctly related to present tense. By doing the Task the learner also got the chance to practice their speaking skill in front of the class and could increase their confidence too. It could be seen from the following interview.

- R : *“Apakah Adik bisa praktek berbicara dan menyusun kalimat dengan benar tadi?”*  
 (Could you practice to speak and arrange every sentence correctly?)
- S : *“Iya mbak.*  
 (Yes, I could.)  
 (Appendix E / Interview 9, March 15th, 2010)

The situation was also shown in the field note. The students could describe their classmate's physical characteristics and arrange the sentences. Although, they still needed some help from the teacher to correct them. The students did the Task happily. It could be seen in the following field note.

‘There was a student who tried to guess the description more than three times. She mentioned some of their friend and other students laughed. Here, the students could also practice their speaking skill and build their confidence.’  
 (Appendix D / Field note 9, March 15th, 2010)



Based on the analysis above, the task was effective. The students also gave positive responses to this Task and they could finish the task well.

**Table 120. Conclusion of the Evaluation of Task 12 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
<b>Goal</b> <ol style="list-style-type: none"> <li>1. Describing classmate's characteristics</li> <li>2. Practicing speaking ability</li> <li>3. Arranging sentences correctly based on the grammar used</li> </ol>	Effective	–
<b>Input</b> <ol style="list-style-type: none"> <li>1. Instruction</li> </ol>	Effective	
<b>Activity</b> <ol style="list-style-type: none"> <li>1. Describing one of classmate's characteristics</li> <li>2. Guessing the description</li> </ol>	effective	-
<b>Setting</b> <ol style="list-style-type: none"> <li>1. Individually</li> </ol>	effective	-
<b>Teacher role</b> <ol style="list-style-type: none"> <li>1. Feedback and comment given</li> <li>2. Explanation given</li> </ol>	effective	–
<b>Learner role</b> <ol style="list-style-type: none"> <li>1. Practicing the speaking ability</li> <li>2. Having interaction or communication with friends and teacher</li> </ol>	effective	–

From the table above, we could conclude whether Task 12 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the

Task. Here, the teacher and the students agreed to the Task 12 according to the interview.

### xiii. Task13

The following table shows the result of the questionnaire.

The questionnaire could be used to evaluate the task.

**Table 121. Descriptive Statistic of the Effectiveness of Task 13 (Try Out 2 of Unit 2)**

No	Statement	Score					Mean
		5	4	3	2	1	
1.	Task 13 helps to practice speaking ability	17	13	5	1	0	4.27
2.	Task 13 improves the creativity in creating a certain description related to describing people	13	10	9	3	1	3.86
3.	The instruction as the input is clear	16	13	6	1	0	4.22
4.	The instruction as the input is easy to understand	14	11	6	2	3	3.86
5.	The activity is interesting	23	12	1	0	0	4.61
5.	The activity ranwell	17	8	10	1	0	4.13
6.	Describing family member or idol individually is effective	22	11	3	0	0	4.52
7.	Presenting description in front the class is effective	17	16	2	1	0	4,36
8.	The teacher gives feedback to the students' description	21	13	2	0	0	4.52
9.	The task could help to speak actively	16	13	6	1	0	4.22
10.	The task could build interaction with friends and the teacher	20	12	3	1	0	4.41

The average score of the result of questioner ranges from 4.19 to 4.52. The average score shows that the task was effective. The average score is higher than the minimum acceptance. It is 3.00. The data could also be seen in the interview and field note of every component.

### **Goal**

The goal of Task 13 was to build the students' creativity in making a certain description related to their family member or idol. Through this task the students were expected to improve their understanding about the material, descriptive text and grammar that had been taught. This task was also aimed at making the students practice their speaking skill. The following interview could show that the goal was achieved.

- R : *"Apakah Task 13 membantu Adik meningkatkan keterampilan berbicara?"*  
(Could Task 13 improve your speaking skill?)
- S : *"Iya tentu mbak."*  
(Yes, it could)  
(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

The following field note also showed that the goal was achieved.

'The students performed their description in front of the class individually. The students did it based on the grammar that had been taught. The students could do it well without any text.'  
(Appendix D / Field note 10, March 19<sup>th</sup>, 2010)

### **Input**

The inputs of this task were instruction and picture of their family or their idol. The inputs could be used as the clues in describing their family member or idol. Besides, the input could be used effectively. From the following interview we could see that the input was effective.

- R : *“Apakah instruksi dan gambar memmudahkan adik dalam mengerjakan Task 13 mudah dimengerti?”*  
(Were the instruction and picture clear and easy to understand?)
- S : *“ Ya jelas dan mudah dimengerti.”*  
(Yes, they were)  
(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

Based on the field note the situation could be seen.

‘The teacher asked the students whether the instuction was clear or not. The students said that it was clear and easy to understand.’  
(Appendix D / Field note 10, March 19<sup>th</sup>, 2010)

### **Activity**

The activity in this task was descibing the students’ family member or idol in front of the class. The students were asked to present the description without text. Before it, they were given time to make the description at home because it was homework Task. The activity ran well and all the students who were asked to present could do it well. It could be seen in the following interview.

- R : *“Apakah kegiatan Task 13 menyenangkan dan dapat diikuti dengan baik?”*  
(Did the activity on Task 13 make you happy and run well?)
- S : *“Iya mbak, menarik.”*  
(Yes, it did.)  
(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

Based on the following field note the activity ran well and all students could participate well.

‘The students presented their description in front of the class well by bringing the picture. All the students who were asked to present their description did it well.’  
(Appendix D / Field note 10, March 19<sup>th</sup>, 2010)

### **Setting**

The students finished the task individually. It was suitable with making the students to be autonomous learners. They could finish the task well and present it. The task was not difficult to do individually. Doing the task individually was effective for this task. It could be seen in the following interview.

- R : *“Apakah mengerjakan dan mempresentasikan Task 13 secara individu terlalu sulit?”*  
(Were doing the Task and presenting the description individually difficult?)
- S : *“Tidak mbak.”*  
(No, they were not.)  
(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

It could also be seen in the following field note.

‘Every student finished the task individually at home. The students could discuss and interact with their friends at home to make a good description.’  
(Appendix D / Field note 10, March 19<sup>th</sup>, 2010)

### **Teacher Role**

In relation to the teacher role, the teacher did his role well. The teacher moved around the class and checked the students to get a good description with correct grammar. The teacher also asked them to submit their work.

- R : *“Apa yang sudah Pak Guru tadi lakukan setelah kalian membawa tugas Task 13?”*  
(What did the teacher do after you bring the exercise Task 13?)
- S : *“Mengoreksi grammar dan memberi komentar.”*  
(He corrected our grammar and gave comments.)  
(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

Based on the field note, the teacher did a good job there. The teacher not only sat down and gave assigned task but also gave feedback and helped the students.

‘The teacher moved around the class while he was checking the students work. The teacher helped the students who got difficulties. He always corrected their mistakes.’  
(Appendix D / Field note 10, March 19<sup>th</sup>, 2010)

### **Learner Role**

In relation to the learner role, the students had a chance to practice their speaking skill. Through this Task, the students could be active to interact with their friends. It could be seen in the following interview.

- R : *“Apakah tadi Adik bisa aktif berinteraksi dengan teman?”*  
(Could you be active to interact with your friend?)
- S : *“Ya mbak.”*  
(Yes, I could)

(Appendix E / Interview 10, March 19<sup>th</sup>, 2010)

Based on the analysis of the components, Task 13 was effective. There was no evaluation for this task.

**Table 122. Conclusion of the Evaluation of Task 13 (Try Out 2 of Unit 2)**

Components	Analysis	Evaluation
Goal 1. Building students' creativity 2. Practicing speaking ability	effective	—
Input 1. Pictures 2. Instruction	effective	-
Activity 1. Creating description 2. Presenting the description	effective	—
Setting 1. Working individually	effective	—
Teacher role 1. Feedback given 2. Checking the students' work	effective	—
Learner role 1. Communicating to their friend. 2. Practicing the speaking ability	effective	—

From the table above, we could conclude whether Task 13 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the Task. Here, the teacher and the students agreed to the Task 13 according to the interview.

### a) Conclusion

Based on the result of the first implementation of tray out 1 Unit 2 there is some tasks that are ineffective. Those are seen from the components of the task. They are goal, input, activity, setting, teacher role and also learner role. The evaluation was done on each components based on the data. However, there would not be any evaluation for the tasks that had been effective. The evaluation could be seen in the following table and the result of the evaluation could be seen in the Appendix C/ final draft of materials/unit 1.

**Table 123. Conclusion of the Evaluation of Try Out 2 of Unit 2**

Name of Task	Components Need to be evaluated	Evaluation
Task 1	—	—
Task 2	—	—
Task 3	—	—
Task 4	—	—
Task 5	—	—
Task 6	—	—
Task 7	—	—
Task 8	—	—
Task 9	—	—
Task 10	—	—
Task 11	—	—
Task 12	—	—
Task 13	—	—

From the table above, we could conclude whether unit 2 was effective since the result of the questionnaires was more than 3.00. There was no suggestion related to six components of the



Task. Here, the teacher and the students agreed to the unit 2 according to the interview.

## **B. DISCUSSION**

From the needs analysis, it can be seen that the respondents need to have video-based tasks for aiding comprehension and providing a springboard to more meaningful interaction in the class. They need to develop both receptive and productive skills in order to improve their English. In order to support it, they need to learn language functions and grammar.

Based on the implementation, the video-based tasks developed meet the learner needs. It can be seen from the data obtained. It is shown that the mean for the appropriateness of the materials to learner needs was over 3.00 as the minimum score.

In conclusion, the materials presented were accepted by the respondents. The materials were developed in three unit design. The materials were developed based on the learning stages of PPP (Presentation Practice Production). There are three parts in every unit and completed with the language function and grammar. The first part is *Let's Begin* as the warming up. In this part the learners are asked to pronounce, spell the vocabulary, match the pictures and answer the questions based on the video. It is used to recall the learners' knowledge, introduce the key ideas or topic and also to build their interest. The next part is *Let's Practice* as the presentation stage and practice stage. In this part they are given the guided and

semi-guided tasks to improve their comprehension of the materials and also to practice their listening and speaking skills. They are given the example of how to use the language functions and grammar. In this part the learners are asked to complete or label the paragraph, create and perform their description, or monologues. The third part is evaluation as the production stage. The learners will do non-guided tasks. They could explore their speaking skill.

Regarding the components in the tasks developed in the units, there are some tasks which are effective and ineffective. The tasks in which all the components are good and have good responses are categorized as the effective tasks. However, there are some tasks in which one of the components or more are ineffective and needed to be revised based on the data obtained during the implementation.

The first component is goal. Goals are the vague, general intention behind any learning tasks and it is not always explicitly stated (Nunan, 2004:40-42). The goal of the task in these units is not explicitly stated, it is inferred in the task itself. The goal of the task in these materials generally is improving the learners' mastery in communicating in English related to listening and speaking skills. In general the goal is achieved. The second component is input. The inputs in these materials are short videos, instructions, examples, language functions and grammar. As noted by Nunan (2004:47), inputs refer to the spoken, written and visual data that the learners work within the course of completing the task. Next are activities or procedures. Activities are what learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52).

Regarding this, activities should be authentic. The other components are teacher and learner roles. Role, as Nunan (2004:64) notes, refers to the part that learners and teachers are expected to play in carrying out the learning tasks as well as the social interpersonal relationship between the participants. The last component is setting. Nunan (2004:70) notes that setting refers to the classroom arrangements implied in the tasks. Setting is related to how the participants do the tasks. It can be individually, in pairs, in groups and whole class. The setting will influence how deep the goal achieved.

In having the effective tasks, the researcher used all the feedback and data given by the respondents to revise the tasks. The revision of the tasks are mostly done to the input and setting of the tasks. The settings and the inputs should be revised since they are not comprehensible.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research study sets up two main objectives: 1) to identify the learning needs of the grade VII students of SMP N 5 Depok Sleman, 2) to identify the video-based tasks in teaching descriptive texts are suitable for the grade VII students. In this final chapter, the research findings are summarised and the conclusions are drawn. Finally, further research areas are recommended and some suggestions are addressed. This chapter is divided into two main points. They are conclusions and suggestions. Each point is explained below.

#### **A. Conclusions**

1. Learning Needs and Learners' Needs of the Grade Seven Students of SMP N 5 Depok Sleman Yogyakarta
  - a. The Learning Needs
    - 1) The students expect that the tasks will help them master vocabulary related to descriptive texts and communicate using English orally.
    - 2) In the listening activities, the students choose to match the pictures by watching the video.
    - 3) In the listening task, the students want to identify the physical characteristics related to descriptive texts by watching the video.
    - 4) The students prefer to discuss what the video is about and present the result orally.
    - 5) The students prefer to fill in the blank by watching the video carefully for the practice stage.

- 6) The students prefer to describe their favourite things related to describing something for speaking skill.
- 7) The students prefer to present their description in front of the class orally by getting the score from the teacher.
- 8) For speaking activities, the students prefer to play a game in a group by ballgame or guessing game.
- 9) For vocabulary exercises, the students prefer to repeat words after the video and the teacher in a good pronunciation and to complete a paragraph.
- 10) The students want the teacher to give an example of doing a task before asking the students to do the task (facilitator) and to observe the students in doing the task (observer) and also to give feedback.
- 11) The students want to be the doers/performers and the problem solvers in doing a task in every unit.

b. The Learners' Needs

- 1) The students need video completed by many vocabularies related to descriptive texts, (such as describing animals, describing people, describing school objects) for their listening input.
- 2) The students need a video that can help them to understand descriptive texts.
- 3) The students need an authentic video easy to be understood related to descriptive texts.

- 4) The students need examples and explanation related to language function and grammar uses in descriptive texts.
  - 5) The students need an explanation what the tasks are about related to instruction in the task that will be accomplished by them.
  - 6) The students are able to learn video about three to five minutes as the input for their listening and speaking tasks.
  - 7) The students are interested in topics of describing things like for example describing animals, people, and school objects.
  - 8) The students use English orally to present their description.
2. The effective video-based tasks for the grade seven students of SMP N 5 Depok Sleman
    - a. The effective video-based tasks have the following design.
      - 1) Title of unit  
 Title of unit specifies the unit number, topic of the subject matter and classroom English being discussed.
      - 2) Let's begin tasks  
 recalling what was learned before,  
 recalling the learners' background knowledge, or  
 introducing the key ideas of the topic being discussed.
      - 3) Vocabulary Tasks  
 Vocabulary knowledge presentation  
 Using newly-introduced vocabulary in sentences, done in pairs or small groups

Using newly-introduced vocabulary in sentences, done individually

#### 4) Classroom English Tasks: Monologue Tasks (Listening and Speaking cycle)

Watching a model monologue in the video

Answering comprehension questions from the monologue by watching the video

Filling in the blank in a certain paragraph

Aiming at practicing creating a monologue (in pairs or small groups)

#### 5) Homework Task/Evaluation task

giving a new text related to the topic being discussed,

Reinforcing the topic being discussed, or

Preparing a monologue for the evaluation.

Practising making a monologue independently

Performing the monologue individually

#### b. The effective task has the following components.

##### 1) Goal

The effective learning tasks for the students have goals that aim to improve their language skills, enrich their vocabulary knowledge, improve their grammatical knowledge, improve their pronunciation skill, and improve their knowledge about descriptive text.

##### 2) Input

The effective input must be authentic containing vocabulary related to descriptive texts with the pronunciation and completed with spelling, the

video with adapted texts, inputs text with the length of three to five minutes, inputs video with the common themes related to (such as describing animals, describing people, describing school objects), and texts in the form of audio visual.

### 3) Activity

The effective procedure must be interactive, communicative, and enjoyable for example, listening and speaking tasks activities, question-answer section, and discussion. It also has to provide the clear instructions so that the students can understand what they have to do and accomplish the task well.

### 4) Setting

The effective setting is in the classroom, at home, individually, in pairs, in groups, and the whole class.

Settings refer to the classroom arrangements specified or implied in the tasks, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

### 5) Learners' role

The effective learners' role is as productive and receptive learners. It can be shown when the students wanted to pay attention to the learning materials related to descriptive texts given and wanted to actively contribute in the teaching-learning process. They became more active when they worked in groups or in pairs and had discussion with both classmates and teacher. However, they also liked work individually.



#### 6) Teacher' roles

The effective teacher's role is as a facilitator and a guide in the teaching and learning process. It can be shown when the teacher held many activities that make students actively involved in the teaching-learning process, such as question-answer section and discussion. It can also be shown when the teacher guided students in understanding the tasks so that they could accomplish the tasks well.

Roles refer to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The roles are generally closely related to the activity of the task.

### **B. Suggestions**

In this section, the researcher offers suggestions to the following parties.

#### 1. The materials developers

There should consultation of the materials with the expert to get effective video-based tasks that are not only listening and speaking tasks but also reading and writing tasks.

#### 2. The teachers

The teachers should try to develop, design, or find good video-based tasks that suitable for the students who study descriptive text in their school. These

tasks also hopefully could be the references and facilitate the teachers in teaching and learning process.

3. Other researchers

- a. The next researcher will able to make a research on others genre texts.

For example: procedure, narrative, etc.

- b. The next researcher will able to make four skills units in teaching descriptive for the grade seven students by using existing videos.

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# APPENDIX

**APPENDIX A**  
**NEEDS ANALYSIS**

**KUESIONER UNTUK MENGETAHUI KEBUTUHAN SISWA TENTANG  
LATIHAN DAN AKTIVITAS PENGAJARAN “DESCRIPTIVE TEXT  
(TEKS DESKRIPSI)” DALAM PEMBELAJARAN BAHASA INGGRIS  
SMP NEGERI 5 DEPOK SLEMAN, KELAS VII**

Petunjuk pengisian kuesioner

Berilah tanda silang (X) pada huruf a, b, c, d, dan seterusnya sesuai dengan pendapat kalian. Kalian boleh memilih lebih dari satu jawaban untuk butir-butir **pertanyaan tertentu**. Jika kalian memilih jawaban **lain-lain**, tuliskan jawaban kalian tersebut secara jelas dan ringkas.

1. Apa pendapat kalian kalau pembelajaran teks *descriptive* menggunakan video?
  - a. sangat menarik
  - b. menarik
  - c. biasa
  - d. kurang menarik
  - e. tidak menarik
  - f. **lain-lain**.....
2. Berapa panjang jurasi video yang kalian inginkan dalam pembelajaran teks *descriptive* menggunakan video?
  - a. 1 menit
  - b. 2 menit
  - c. 3 menit
  - d. **lain-lain**.....
3. Dalam menonton video, bekal apa saja yang kalian inginkan agar kalian dapat menonton video dengan baik...
  - a. kosakata/*Vocabulary*
  - b. topic dari video yang akan diputarkan
  - c. garis besar cerita video yang akan diputarkan
  - d. **lain-lain**.....
4. Berapa kali video akan diputarkan agar kalian mengerti isinya?
  - a. diputar berulang-ulang
  - b. diputar dua kali
  - c. diputarkan satu kali
  - d. diputarkan tiga kali
  - e. **lain-lain**: .....
5. Apa saja yang ingin kalian pelajari dari video yang ditayangkan?
  - a. video yang menggambarkan/mendeskkripsikan benda-benda tertentu
  - b. video yang menggambarkan/mendeskkripsikan orang, binatang (benda hidup) dll
  - c. video yang menggambarkan/mendeskkripsikan tempat
  - d. **lain-lain** .....

6. Kegiatan apa saja yang kalian inginkan agar kalian memiliki bekal tersebut pada no 3?
  - a. memahami kosakata yang terdapat dalam video
  - b. memahami topik dari video yang akan diputarkan
  - c. memahami garis besar cerita video yang akan diputarkan
  - d. **lain-lain**.....
7. Kegiatan apa saja yang kalian inginkan setelah menonton video?
  - a. pengembangan kosakata/*building vocabulary*
  - b. menjawab pertanyaan berdasarkan video/*answering question based on the video*
  - c. menjodohkan gambar/*matching pictures*
  - d. **lain-lain:** .....
8. Tugas-tugas seperti apa yang kalian inginkan dalam pembelajaran text deskriptif.....
  - a. bercerita secara lisan
  - b. mendeskripsikan sesuatu
  - c. mendengarkan cerita deskriptif
  - d. mengucapkan (melafalkan) kata-kata yang berhubungan dengan text deskriptif
  - e. membuat cerita sederhana dalam bentuk text deskriptif
  - f. **lain-lain**.....
9. Bekal apa yang kalian butuhkan/inginkan untuk menyelesaikan tugas-tugas/*taks* no 8 .....
  - a. kosakata/*vocabulary*
  - b. grammar
  - c. pelafalan(*pronunciation*)
  - d. **lain-lain**.....
10. Di dalam pemutaran video, tentu saja kalian akan belajar mendengarkan/*listening* aktivitas apa yang terlebih dahulu ingin kalian pelajari setelah menonton video?
  - a. pengembangan kosakata/*building vocabulary*
  - b. menjawab pertanyaan berdasarkan video/*answering question based on the video*
  - c. menjodohkan gambar/*matching pictures*
  - d. **lain-lain:** .....
11. Tugas-tugas seperti apa yang kalian inginkan dalam pembelajaran **listening** .....
  - a. melengkapi kalimat (paragraf)
  - b. menjodohkan gambar
  - c. menjawab pertanyaan berdasarkan video
  - d. menjawab pertanyaan (True/False)
  - e. **lain-lain**.....



12. Pada saat kalian diberi tugas **mendengarkan** (*listening*) oleh guru, kalian lebih suka jika .....
- a. mengerjakan secara berpasangan (dengan teman sebangku)
  - b. mengerjakan sendiri
  - c. mengerjakan secara berkelompok
  - d. **lain-lain:** .....
13. Pada saat kalian diberi tugas **mendengarkan** (*listening*) oleh guru, **aktivitas** apa yang lebih suka kalian lakukan .....
- a. menyimak video
  - b. menemukan kata-kata asing yang belum dimengerti
  - c. berdiskusi dengan teman
  - d. **lain-lain:** .....
14. Kegiatan seperti apa yang kalian inginkan pada saat diberi tugas **mendengarkan** (*listening*).....
- a. mencatat hal-hal penting dalam video
  - b. melengkapi kalimat berdasarkan video
  - c. menjawab pertanyaan berdasarkan video
  - d. **lain-lain:**.....
15. Tugas-tugas seperti apa yang kalian inginkan dalam pembelajaran **speaking**.....
- a. melengkapi dialog
  - b. membuat dialog
  - c. membuat cerita sederhana
  - d. membuat laporan secara lisan
  - e. **lain-lain:**.....
16. Pada saat kalian diberi tugas **berbicara** (*speaking*) oleh guru, kalian lebih suka jika .....
- a. mengerjakan sendiri
  - b. mengerjakan secara berpasangan (dengan teman sebangku)
  - c. mengerjakan secara berkelompok
  - d. **lain-lain:** .....
17. Pada saat kalian diberi tugas **berbicara** (*speaking*) oleh guru, **aktivitas** apa yang lebih suka kalian lakukan .....
- a. diskusi
  - b. melakukan wawancara
  - c. game (permainan)
  - d. **lain-lain:** .....

18. Kegiatan seperti apa yang kalian inginkan pada saat diberi tugas berbicara/**speaking**.....
- a. praktik di depan kelas secara individu
  - b. praktik di depan kelas secara berpasangan
  - c. berdiskusi kelompok kemudian sebagian mempraktikkan di depan kelas
  - d. **lain-lain**.....
19. Menurut kalian, bagaimanakah sebaiknya peranan guru dalam proses pembelajaran text deskriptif.....
- a. banyak berinteraksi dengan siswa
  - b. banyak memberikan penjelasan/menerangan materi
  - c. member kesempatan siswa untuk praktik
  - d. member kesempatan siswa untuk belajar mandiri
  - e. memberikan saran atau komentar setelah siswa praktik
  - f. **lain-lain**....
20. Peranan seperti apa yang kalian inginkan dalam pembelajaran text deskriptif.....
- a. ikut aktif berkomunikasi
  - b. banyak mengerjakan tugas secara mandiri
  - c. banyak berinteraksi dengan teman
  - d. banyak mendengarkan penjelasan dari guru
  - e. **lain-lain**

Thank you so much

### The Results of Needs Analysis

No	Questions	Answers						
		a.	b.	c.	d.	e.	f.	Major answer
1.	Apa pendapat kalian kalau pembelajaran teks <i>descriptive</i> menggunakan video? ( <i>input</i> )	sangat menarik (14)	Menarik (4)	Biasa (5)	kurang menarik (2)	tidak menarik	<b>lain-lain</b>	Sangat menarik
	Prosentase	56%	16%	20%	8%	0%	0%	
2.	Berapa panjang jurasi video yang kalian inginkan dalam pembelajaran teks <i>descriptive</i> menggunakan video? ( <i>input</i> )	1 menit (3)	2 menit (3)	3 menit (6)	<b>lain-lain (13)</b> <b>-tergantung videonya</b> <b>-5 menit</b> <b>-lebih dari 3 menit</b>			-tergantung videonya -5 menit -lebih dari 3 menit
	Prosentase	12%	12%	24%	52%			
3.	Dalam menonton video, bekal apa saja yang kalian	kosakata/ <i>Vocabulary</i> (2)	topic dari video yang akan diputarkan	garis besar cerita video yang akan diputarkan (7)	<b>lain-lain (6)</b> <b>-a, b, c</b>			topic dari video yang akan diputarkan

	inginkan agar kalian dapat menonton video dengan baik...		(10)					
	Prosentase	8%	40%	28%	24%			
4.	Berapa kali video akan diputarkan agar kalian mengerti isinya?	diputar berulang-ulang (5)	diputar dua kali (6)	diputarkan satu kali (4)	diputarkan tiga kali (7)	<b>lain-lain (3) - ketiganya benar</b>		diputarkan tiga kali
	Prosentase	20%	24%	16%	28%	12%		
5.	Apa saja yang ingin kalian pelajari dari video yang ditayangkan?	video yang menggambarkan/mendeskkripsikan benda-benda tertentu	video yang menggambarkan/mendeskkripsikan orang, binatang (benda hidup) dll (17)	video yang menggambarkan/mendeskkripsikan tempat (4)	<b>lain-lain (4) -benda, makhluk hidup, tempat, tentang lingkungan</b>			video yang menggambarkan/mendeskkripsikan orang, binatang (benda hidup) dll
	Prosentase	0%	68%	16%	16%			

6.	Kegiatan apa saja yang kalian inginkan agar kalian memiliki bekal tersebut pada no 3? ( <i>activities</i> )	memahami kosakata yang terdapat dalam video (5)	memahami topik dari video yang akan diputarkan (6)	memahami garis besar cerita video yang akan diputarkan (8)	<b>lain-lain</b> -memahami yang penting-penting -a, b, c benar (6)			memahami garis besar cerita video yang akan diputarkan
	Prosentase	20%	24%	32%	24%			
7.	Kegiatan apa saja yang kalian inginkan setelah menonton video? ( <i>activities</i> )	pengembangan kosakata/ <i>building vocabulary</i> (4)	menjawab pertanyaan berdasarkan video/ <i>answering question based on the video</i> (11)	menjodohkan gambar/ <i>matching pictures</i> (7)	<b>lain-lain (3)</b>			menjawab pertanyaan berdasarkan video/ <i>answering question based on the video</i>
	Prosentase	16%	44%	28%	12%			
8.	Tugas-tugas seperti apa yang kalian inginkan dalam pembelajaran text deskriptif.....	memahami ciri-ciri text deskriptif (2)	mendeskripsikan sesuatu secara lisan (10)	mendengarkan cerita deskriptif (7)	mengucapkan (melafalkan) kata-kata yang berhubungan dengan text deskriptif (3)	membuat cerita sederhana dalam bentuk text deskriptif	<b>lain-lain</b>	mendeskripsikan sesuatu

	(task)					secara lisan (3)		
	Prosentase	8%	40%	28%	12%	12%	0%	
9.	Bekal apa yang kalian butuhkan/inginkan untuk menyelesaikan tugas-tugas/taks no 8 .....	kosakata/vocabulary (13)	Grammar (1)	Pelafalan (pronunciation) (11)	<b>lain-lain</b>			kosakata/vocabulary
	Prosentase	52%	4%	44%	0%			
10.	Di dalam pemutaran video, tentu saja kalian akan belajar mendengarkan/listening aktivitas apa yang terlebih dahulu ingin	pengembangan kosakata/building vocabulary (6)	menjawab pertanyaan berdasarkan video/answering question based on the video (1)	menjodohkan gambar/matching pictures (9)	<b>lain-lain (9)</b>			menjodohkan gambar/matching pictures

	kalian pelajari setelah menonton video? ( <i>goal</i> )							
	Prosentase	24%	4%	36%	36%			
11.	Tugas-tugas seperti apa yang kalian inginkan dalam pembelajaran listening..... ( <i>activity</i> )	melengkapi kalimat (paragraf) ( <i>1</i> )	menjodohkan gambar ( <i>7</i> )	menjawab pertanyaan berdasarkan video ( <i>8</i> )	<b>lain-lain (3)</b> menjawab pertanyaan (True/False)	<b>lain-lain</b>		- menjawab pertanyaan berdasarkan video
	Prosentase	8%	32%	48%	12%			
12.	Pada saat kalian diberi tugas <b>mendengarkan (<i>listening</i>)</b> oleh guru, kalian lebih suka jika ( <i>setting</i> )	mengerjakan secara berpasangan (dengan teman sebangku) ( <i>12</i> )	mengerjakan sendiri ( <i>4</i> )	mengerjakan secara berkelompok ( <i>9</i> )	<b>lain-lain</b>			mengerjakan secara berpasangan (dengan teman sebangku)
		48%	16%	36%				

13.	Pada saat kalian diberi tugas mendengarkan (listening) oleh guru, aktivitas apa yang lebih suka kalian lakukan ( <i>setting</i> )	menyimak video(4)	menemukan kata-kata asing yang belum dimengerti (10)	berdiskusi dengan teman (11)	<b>lain-lain</b>			berdiskusi dengan teman
		16%	40%	44%				
14.	Kegiatan seperti apa yang kalian inginkan pada saat diberi tugas mendengarkan/ <b>listening...</b> ( <i>activity</i> )	mencatat hal-hal penting dalam video (2)	melengkapi kalimat berdasarkan video (8)	menjawab pertanyaan berdasarkan video (15)	<b>lain-lain</b>			menjawab pertanyaan berdasarkan video
	Prosentase	8%	32%	60%	0%			
15.	Tugas-tugas seperti apa yang kalian inginkan dalam	melengkapi monolog dan menjawab pertanyaan	membuat dialog (2)	membuat cerita sederhana (3)	membuat laporan secara lisan (6)	<b>lain-lain - mendengarkan saja</b>		melengkapi dialog dan menjawab pertanyaan



	pembelajaran speaking..... (task) (activity)	berdasarkan video (14)						berdasarkan video
	Prosentase	56%	8%	12%	24%	0%		
16.	Pada saat kalian diberi tugas <b>berbicara</b> ( <i>speaking</i> ) oleh guru, kalian lebih suka jika ..... ( <i>setting</i> )	mengerjakan sendiri (2)	mengerjakan secara berpasangan (dengan teman sebangku) (10)	mengerjakan secara berkelompok (12)	<b>lain-lain (1)</b>			mengerjakan secara berkelompok
	Prosentase	8%	40%	48%	4%			
17.	Pada saat kalian diberi tugas <b>berbicara</b> ( <i>speaking</i> ) oleh guru, <b>aktivitas</b> apa yang lebih suka kalian lakukan ..... ( <i>setting</i> )	diskusi (0)	melakukan wawancara (5)	game (permainan) (18)	<b>lain-lain (2)</b>			game (permainan)

	Prosentase	0%	20%	72%	8%			
18.	Kegiatan seperti apa yang kalian inginkan pada saat diberi tugas berbicara/ <b>speak ing... (activities)</b>	praktik di depan kelas secara individu (2)	praktik di depan kelas secara berpasangan (8)	berdiskusi kelompok kemudian sebagian mempraktikkan di depan kelas (15)	<b>lain-lain</b>			berdiskusi kelompok kemudian sebagian mempraktikkan di depan kelas
	Prosentase	8%	32%	60%	0%			
19.	Menurut kalian, bagaimanakah sebaiknya peranan guru dalam proses pembelajaran text deskriptif..... <i>(teacher role)</i>	banyak berinteraksi dengan siswa (3)	banyak memberikan penjelasan/menerangkan materi (8)	memberi kesempatan siswa untuk praktik (5)	memberi kesempatan siswa untuk belajar mandiri (6)	memberikan saran atau komentar setelah siswa praktik (2)	<b>lain-lain (1)</b>	banyak memberikan penjelasan/menerangkan materi
	Prosentase	12%	32%	20%	24%	8%	4%	

20.	Peranan seperti apa yang kalian inginkan dalam pembelajaran text deskriptif ... ( <i>learner role</i> )	ikut aktif berkomunikasi (4)	banyak mengerjakan tugas secara mandiri (0)	banyak berinteraksi dengan teman (8)	banyak mendengarkan penjelasan dari guru (11)	<b>lain-lain</b> (2)		banyak mendengarkan penjelasan dari guru
	Prosentase	16%	0%	32%	44%	8%		

**APPENDIX B**  
**COURSE GRID**

## COURSE GRID

No.	Title	Standard competency	Basic competency	Language functions	Grammar	Task
1.	Describing Animals	Understanding short functional text and monologue in form of descriptive to interact with the environment and Expressing the meaning in a simple and short monologueto interact with the environment in form of descriptive and procedure text.	<ul style="list-style-type: none"> <li>Responding the meaning in a simple monolog accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</li> <li>Expressing the meaning in a simple and short monologue by using many kind of language function accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</li> </ul>	-	<p>An adjective and the use of has/have Example: An elephant has a long trunk. A giraffe is tall.</p>	<p><b>Let's begin</b> Task 1. Watch the video carefully. Pay attention to the questions below.</p> <p>Task 2. Watch the video and find the meaning of every word by matching the available answers beside.</p> <p>Task 3. Watch the video once again and pronounce the words below.</p> <p><b>Let's Practice</b> Task4. Watch the video carefully. Answer the following questions based on the video. Study the dialogue below.</p> <p>Task 5. Watch the video and find the names of the animals by using the capital below.</p> <p>Task 6. Watch the video and discuss the physical appearances of an animal with your partner.</p> <p>Task 7. Make a group of four and find the characteristics of the animals by watching the video. You may choose the characteristics in the box.</p>

						<p>Task 8. Answer the questions below.</p> <p>Task 9. Answer the questions below with your partner.</p> <p>Task 10. Pay attention to the video. Complete the nonologue below by using the words in the box.</p> <p>Task 11. Watch the video, and then discuss the animal's characteristics in the video.</p> <p>Task 12. Choose one of the animals in the video then describe its physical characteristics.</p> <p>Task 13. Work in groups of four. Watch the video and then retell the content of the video.</p> <p>Task 14. Work in groups. Look at the following vocabulary network related to animals. Then, write the related things about the animals. Tell your work in front the class. (Ballgame)</p> <p><b>Evaluation</b></p> <p>Task 15. Describe your favorite animal in front of the class orally. The words below may help you. You can watch</p>
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						<p>the video as the example.</p> <p>Homework. Describe one of the pets that you and your neighbor has.</p>
2.	Describing people	<p>Understanding short functional text and monologue in form of descriptive to interact with the environment and Expressing the meaning in a simple and short monologue to interact with the environment in form of descriptive and procedure text.</p>	<ul style="list-style-type: none"> <li>Responding the meaning in a simple monolog accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</li> <li>Expressing the meaning in a simple and short monologue by using many kind of language function accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</li> </ul>	<p>Expressing someone looks like.</p> <p>Example</p> <p>He is tall and slim.</p> <p>He has straight black hair.</p>	-	<p><b>Let's begin</b></p> <p>Task 1. Watch the video carefully. Answer the question below. Mention the names of the part of your face?</p> <p>Task 2. Match the meaning of every word by watching the video.</p> <p><b>Let's practice</b></p> <p>Task 3. Watch the video and pronounce the words below.</p> <p>Task 4. Watch the video on kinds of shape carefully. Then write the meaning of the words based on the video.</p> <p>Task 5. Let's play the game. Ask two of your friends to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned.</p> <p>Task 6. Work in pairs and watch the video carefully. Discuss the question below.</p>

						<p>Task 7. Watch the video and answer the questions below.</p> <p>Task 8. Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.</p> <p>Task 9. Watch the video carefully and discuss it with your partner the question below.</p> <p>Task 10. Watch the video once again and retell the person's physical appearance. The following question may help you.</p> <p>Task 11. Take a look at your friends's face and describe it in front of the class. You may choose two or three of your friends' face.</p> <p><b>Evaluation</b></p> <p>Task 12. Describe one of your classmates in front the class and ask your friend to guess who the person is.</p> <p>Homework. Describe one of your family members or your favorite idol. Don't forget to bring the photo.</p>
3.	Describing	Understanding short	Responding the	-	Present tense	<b>Let's begin</b>



	school objects	functional text and monologue in form of descriptive to interact with the environment and Expressing the meaning in a simple and short monologue to interact with the environment in form of descriptive and procedure text.	<p>meaning in a simple monolog accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</p> <p>• Expressing the meaning in a simple and short monologue by using many kind of language function accurately, fluency and appropriately to interact with the environment in form of descriptive and procedure text.</p>		<p>Example</p> <p>She brings two pencils in her pencilcase.</p> <p>I use eraser to clean the whiteboard.</p>	<p>Task 1. Watch the video carefully. Then mention five objects that you can find in the video.</p> <p>Task 2. Watch the video carefully. Then repeat after the speaker.</p> <p><b>Let's practice</b></p> <p>Task 3. Watch the video carefully and find the meaning by using the pictures in the box.</p> <p>Task 4. Watch the video carefully. Then answer the following questions.</p> <p>Task 5. Watch the video once again. Then find the missing sentence.</p> <p>Task 6. Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.</p> <p>Task 7. Answer the following question orally.</p> <p>Task 8. Work in pairs. Make a dialogue to describe based on the pictures below. Choose one of the pictures only.</p> <p>Task 9. Watch the video carefully.</p>
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						<p>Describe one of the objects on the video by using your own words orally.</p> <p>Task 10. Let's play the game. Work in groups. Interview your friends, what they bring in their bag. Then choose one of them that you like. After that, describe it in front of the class.</p> <p><b>Evaluation</b></p> <p>Task 11. Ask your friend to show and describe his/her favorite pen/pencil.</p> <p>Task 12. Let's play the game. Describe one of your favourite objects after that choose one of your friends to describe her/his favourite object.</p> <p>Homework. Ask your friend about her/his favorite thing. Then describe it and you may draw it.</p>
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**SYLLABUS OF ENGLISH TEACHING GRADE 7**  
**SEMESTER : ONE AND TWO**  
**SMP N 5 DEPOK SLEMAN DIY**

Test 1  
Subject : English  
Topic : Personal identity  
Class/sem. : 1/I

Read the dialogue below and answer questions number 1-5!

- Tono : Good morning Arti, How are you?  
Arti : Good morning Tono, I'm fine and you?  
Tono : Very well thank you. Arti this is my friend Joko.  
Arti : Hi, my name is Arti, What is your name?  
Joko : My name is Joko Supriyanto, but you can call me Joko.  
Arti : What is your address?  
Joko : My address is Jl. Cendrawasih 1 b.  
Arti : I'm 12 years old and you?  
Joko : I'm 11 years old.

1. How many persons are speaking in the dialogue?  
a. one  
☒ b. two  
c. three  
d. four
2. When does Tono meet Arti?  
☒ a. in the morning  
b. in the afternoon  
c. in the evening  
d. at the night
3. Who is Joko?  
a. He is Tim's friend.  
c. She is Tim's friend  
b. He is Tono's friend  
d. She is Tono's friend.
4. How old is Tim?  
a. She is 11 years old.  
c. He is 11 years old  
b. She is 12 years old.  
d. He is 12 years old.
5. What is Joko's address?  
a. Jl. Cendrawasih 2 a  
c. Jl. Cendrawash 1 a  
b. Jl. Cendrawasih 1 b  
d. Jl. Cendrwasih 2 b.

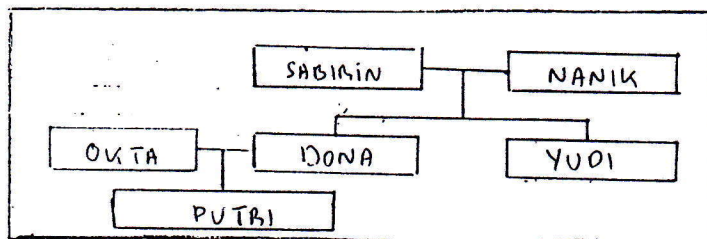
Read the text below and answer questions no 6-10!

There are Mr. Hamid, Budiman, Samsul, Anita, Linda, Broto, and Andi in the park. Mr. Hamid is tall and thin. He is a religion teacher. Udiman is a students of a university. He is kind to everyone. Samsul is sitting on the bench. He is lazy and never studies hard. He is short and fat. Anita, Linda, and Andi are students. They study in the same school. Anita is beautiful. Linda is fat and she has black curly hair. Andy is short and slim but he is clever.

6. What is Mr. Hamid like?  
a. Tall and fat.  
c. Short and fat  
b. Lazy and young  
☒ d. Tall and thin
7. is Samsul fat?  
☒ a. Yes, he is.  
c. Yes, she is.  
b. No, he is not.  
d. No she is not.
8. Who is the clever boy?  
a. Anita  
☒ c. Andi  
b. Samsul  
d. Budiman.
9. Who is kind to everyone?  
a. Samsul  
c. Linda  
b. Anita  
☒ d. Budiman.

Essay !

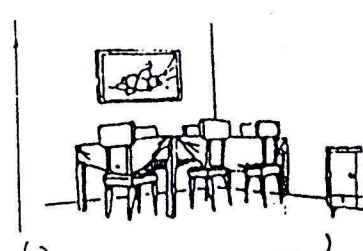
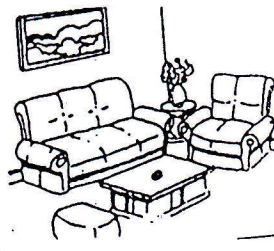
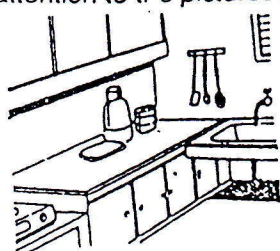
1. Complete the blank !



- Sabirin is Nanik's .....
  - Yudi is Sabirin and Nanik's .....
  - Dona is Yudi's .....
  - Who is Putri's father ? .....
2. Arrange these words into good sentences !
- is - mother - his - Mrs - Johan
  - two - have - daughter - they - son - one - and
  - live - she - parents - does - with - her
3. Write in the plural form !

- woman :
- policeman :
- glass :
- car :

4. Pay attention to the pictures. Write the names of the rooms under the pictures.



(1. ....) (2. ....) (3. ....)

5. Match the things with appropriate place !

- sofa
- fridge
- freezers
- bed
- stove
- armchair
- book chase

Sitting Room	Kitchen	Bedroom
e.g. - sofa		

- ```

graph TD
    GUNAWAN --- ELIZABETH
    GUNAWAN --- JONI
    GUNAWAN --- RINTO
    ELIZABETH --- EMI
    ELIZABETH --- NOVI
    JONI --- AJI
    JONI --- FINA
    RINTO --- LISA
    RINTO --- ADI
  
```

11. Who is Adi's grandfather ?
  - a. Gunawan
  - b. Elizabeth
  - c. Emi
  - d. Joni
12. Who is Rinto's son ?
  - a. Aji
  - b. Emi
  - c. Joni
  - d. Novi
13. Emi is Rinto's .....
  - a. sister
  - b. brother
  - c. father
  - d. daughter
14. Gunawan is Elizabeth's .....
  - a. wife
  - b. husband
  - c. father
  - d. mother
15. Who is Lisa's uncle ?
  - a. Emi
  - b. Joni
  - c. Elizabeth
  - d. Gunawan
16. There are two ..... in the kitchen. They are cooking.
  - a. womans
  - b. woman
  - c. women
  - d. womens
17. Where is it ?
  - a. bedroom
  - b. bathroom
  - c. living room
  - d. dining room
18. Where is it ?
  - a. garage
  - b. kitchen
  - c. garden
  - d. front yard
19. There ..... some ..... in the classroom.
  - a. are – book
  - b. is – books
  - c. are – books
  - d. is – book
20. Linda : ..... there a TV set in the living room.  
Lusi : Yes, there .....
  - a. are – are
  - b. is – is
  - c. is – are
  - d. are – is



## FAMILY LIFE

This is Mr. Suharno's family. Mr. Suharno and Mrs. Suharno have three children, Siska, Intan, and Clara. Mr. Suharno is Mrs. Suharno's husband. Mrs. Suharno is Mr. Suharno's wife. Her name is Anita. Siska is the first child and the youngest is Clara. Now, they are watching television in the living room.

1. How many members are there in Mr. Suharno's family ?  
There are.....persons.
  - a. two
  - b. three
  - c. four
  - d. five
2. Who is Mr. Suharno's first child ?  
She is .....
  - a. Siska
  - b. Linda
  - c. Clara
  - d. Intan
3. Mrs. Suharno is Intan, Siska, and Clara's .....
  - a. Mother
  - b. Father
  - c. Aunt
  - d. Children
4. Now, they are watching television in the living room.  
The word 'they' here refer to .....
  - a. Mr. And Mrs. Suharno
  - b. Siska and Intan
  - c. Mr. And Mrs. Suharno and their children
  - d. Siska, Intan, and Clara
5. A : How many ..... Does Mr. Suharno have ?  
B : He has three.
  - a. child
  - b. childs
  - c. chiidren
  - d. childrens

Read The Text Carefully !

This is Mr. Hadi's house. It is small but clean and comfortable. There is a garden in front of the house. There are jasmine, roses, and some plants in the garden. There are some rooms in their house. They are a living room, a dining room, a bathroom, a kitchen, four bedrooms, and a garage. There is a sofa in the living room. A painting, a calendar, and a clock are on the wall. The television is near the cupboard and there is a fan in the corner. There are refrigerator and stove in the kitchen.

6. What is Mr. Hadi's house like ?  
It is .....
  - a. small and beautiful
  - b. big and clean
  - c. big, clean, and comfortable
  - d. small, clean, and comfortable
7. How many rooms are there in his house ?  
There are .....
  - a. four
  - b. eight
  - c. six
  - d. seven

Essay!

1. Fill the blanks with your own data!

LIBRARY CARD

Name :

Class :

Sex :

Place of birth :

Date of birth :

Address :

Yogyakarta,  
October 2003-09-19

Librarian

Sarjana

2. Mention Five things in the Library!

3. Mention Five things in the Laboratory!

4. Match the pictures with the words in the box!



(3. \_\_\_\_\_) (4. \_\_\_\_\_)



1. ( \_\_\_\_\_ )



2. ( \_\_\_\_\_ )

- a. boys-scout
- b. girls-guide
- c. command
- d. members
- e. marching
- f. leader

5. Write the English words for!

a. pisau : \_\_\_\_\_

b. gunting : \_\_\_\_\_

c. mikroskop : \_\_\_\_\_



9. Who is standing in the left side?

- a. the teachers
- b. the boys
- c. the girls
- d. the head master

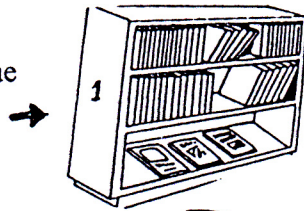
10. Why is the flag ceremony important for the students?

- a. because it is due (wajib)
- b. because it can make the students' discipline
- c. because it can built the students nationality
- d. all of them are correct

11. What is this?

(Picture no.1)

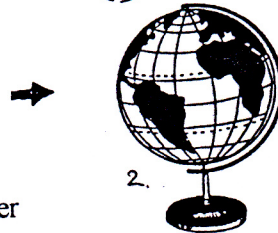
- a. catalogue
- b. shelf
- c. file
- d. desk



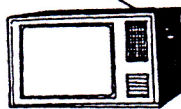
12. What is this?

(Picture no.2)

- a. ball
- b. globe
- c. map
- d. atlas



13. What is this?



- a. computer
- b. book
- c. television
- d. radio

14. What is this?

(Picture no.3)

- a. book shelf
- b. cabinet
- c. desk
- d. trolley



15. A place that the students usually visit for reading the books is....

- a. laboratory
- b. library
- c. classroom
- d. canteen

16. Look! There are many books on the..... They are arranged well.

- a. catalogue
- b. desk
- c. bookshelves
- d. cabinet

17. Look at the..... Indonesia is between Asia and Australia continent.

- a. picture
- b. map
- c. catalogue
- d dictionary

18. A : Do you like to borrow books?

B : Yes, but I forget my .....

- a. dictionary
- b. member card
- c. catalogue
- d. book shelves

19. Which one is related to the scout?

- a. sport
- b. English conversation club
- c. camping
- d. biology

20. Mr. Ardi always serves (melayani) us in borrowing the books in the library well

He is a/an.....

- a. teacher
- b. headmaster
- c. librarian
- d. officer

| Kompetensi Dasar                                                                                                                                                     | Materi Pokok/<br>Pembelajaran                                                                                                                                                                                                | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                               | Indikator                                                                                                                                                                                                                                                                                                                                                       | Penilaian      |                              |                                                                                                                                          | Alokasi Waktu | Sumber Belajar           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
|                                                                                                                                                                      |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 | Teknik         | Bentuk Instrumen             | Contoh Instrumen                                                                                                                         |               |                          |
| 11.1.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek yang sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat | Teks fungsional pendek berupa : <ul style="list-style-type: none"><li>- Instruksi</li><li>- Daftar barang</li><li>- Ucapan selamat</li><li>- pengumuman</li></ul>                                                            | Tanya jawab yang berkaitan dengan materi <ul style="list-style-type: none"><li>- Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb</li><li>- Mendengarkan contoh membaca nyaring yang dilakukan guru</li><li>- Berdiskusi dengan teman menjawab pertanyaan bacaan</li><li>- Menjawab pertanyaan bacaan secara lisan individual</li><li>- Membaca nyaring bergiliran</li></ul> | Mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: <ul style="list-style-type: none"><li>- Instruksi</li><li>- Daftar barang</li><li>- Ucapan selamat</li><li>- Pengumuman</li></ul> Merespon berbagai informasi dalam teks fungsional pendek <ul style="list-style-type: none"><li>- Membaca nyaring teks fungsional / pendek.</li></ul> | Tes tulis      | Pertanyaan Esai              | <ul style="list-style-type: none"><li>- write down the answers completely</li><li>- Choose the best answer by crossing a,b,c,d</li></ul> | 2x40 menit    | Buku teks Yang relevan   |
|                                                                                                                                                                      |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 | Tes lisan Esai | Pertanyaan Bacaan Perforamce | <ul style="list-style-type: none"><li>- Answer the questions orally</li><li>- Read the text aloud.</li></ul>                             |               | Teks otentik             |
| 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam teks sederhana yang berkaitan dengan lingkungan terdekat                          | Teks monolog berbentuk <i>descriptive/procedure</i><br><br>Kosakata terkait tema / jenis teks.<br><br>Ciri kebahasaan teks : <ul style="list-style-type: none"><li>- <i>procedure</i></li><li>- <i>descriptive</i></li></ul> | 1. Mendengarkan dan merespon <i>introduction</i> tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca.<br><br>2. Memperhatikan penjelasan tentang                                                                                                                                                                                                                                  | Mengidentifikasi berbagai informasi dalam teks <i>descriptive</i> dan <i>procedure</i> <ul style="list-style-type: none"><li>• Mengidentifikasi langkah retorika dalam teks <i>descriptive</i> dan <i>procedure</i></li><li>• Mengidentifikasi fungsi komunikatif teks</li></ul>                                                                                | Tes lisan      | Daftar pertanyaan            | Read the text carefully and then answer the following questions briefly!                                                                 | 4x40 menit    | Buku teks Yang relevan   |
|                                                                                                                                                                      |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 | Tes tulis      | Uraian                       | Answer the questions based on the text.                                                                                                  |               | Teks otentik Alat peraga |

| 0.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i> | 1. Teks monolog berbentuk :<br><br><i>Descriptive/Procedure</i><br><br>2. Kosa kata terkait tema / jenis teks.<br>3. Ciri kebahasaan teks deskriptif / prosedur | 1. Mengungkapkan dan merespon berbagai hal tentang teks deskriptif/prosedur<br><br>2. Memperhatikan dan merespon penjelasan tentang kosakata dan tatabahasa dalam teks monolog<br>Deskriptif/prosedur tentang <i>Dea/How to make a cup of tea.</i><br><br>3. Menggambarkan model monolog lisan tentang teks deskriptif/prosedur<br><br>4. Mendiskusikan dalam kelompok <i>draft</i> monolog mendeskripsikan kembali, menyampaikan prosedur dengan kata-kata sendiri<br>5. Melakukan monolog lisan secara individu | Tes lisan                                                                                                                                                                                                                                                                                                                                                                                       | Daftar pertanyaan                                                                                                                                                        | Answer the following questions orally! | 4x40 menit | Script monolog teks deskriptif/prosedur dalam buku teks<br><br>Script otentik<br><br>Rekaman monolog<br><br>Alat peraga |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                    |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>▪ Mengungkapkan berbagai informasi dalam teks monolog berbentuk : <ul style="list-style-type: none"> <li>- <i>Descriptive /Procedure</i></li> </ul> </li> <li>▪ Menyebutkan fungsi komunikatif teks yang didengar.</li> <li>▪ Menyebutkan ciri kebahasaan teks yang didengar.</li> <li>▪ Melakukan monolog dalam bentuk deskriptif / prosedur</li> </ul> | <p>Permanence</p> <p>Describe something / someone with your own words orally in front of the class!</p> <p>Tell your friends how to do something (make a cup of tea)</p> |                                        |            |                                                                                                                         |



| Kompetensi Dasar                                                                                                                                                                                                     | Materi Pokok/<br>Pembelajaran                                                                            | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Indikator                                                                                                                                                                                                                                                  | Penilaian |                  |                                                                                                                                                                                                                     | Alokasi Waktu | Sumber Belajar                                      |
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|                                                                                                                                                                                                                      |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                            | Teknik    | Bentuk Instrumen | Contoh Instrumen                                                                                                                                                                                                    |               |                                                     |
| 10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat | Teks fungsional pendek berbentuk :<br>- Instruksi<br>- Daftar barang<br>- Pengumuman<br>- Ucapan selamat | 1. Tanya jawab yang berkaitan dengan materi<br>2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb<br>3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi<br>4. Mendengarkan teks fungsional / pendek<br>5. Menjawab pertanyaan tentang isi teks yang didengar.<br>6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan<br>7. Menggunakan ungkapan sesuai dengan materi dalam keadaan/situasi nyata | Mengungkapkan makna dalam teks fungsional pendek berbentuk :<br>- Instruksi<br>- Daftar barang<br>- Pengumuman<br>- Ucapan selamat<br>Memberi instruksi secara lisan.<br>Menyebutkan daftar barang tertentu.<br>Mengumumkan sesuatu<br>Mengucapkan selamat | Tes lisan | Performance      | 1. Give instruction to your friend orally based on the picture.<br>2. Make a list of things you find in ...<br>3. Announce a certain information to your friend<br>4. Congratulate your friend on his / her success | 4x40 menit    | - Script percakapan dari buku teks<br>- Alat peraga |

| 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) & interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal | Contoh:<br>A. What do you think of this?<br>B. Not bad<br><br>A. I like tea<br>B. I don't<br><br>A. Are you sure<br>B. I am<br><br>A. Do you?<br>B. I do | 1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan<br><br>2. Mendengarkan dan merespon pembahasan tentang kosakata dan tata bahasa yang terkait dengan topik materi yang akan disampaikan<br><br>3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari<br><br>4. Menirukan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari<br><br>5. Melakukan percakapan transaksional | Bertanya dan menjawab berbagai Informasi<br><br>Meminta & memberi pendapat<br><br>Menyatakan suka dan tidak suka<br><br>Meminta klarifikasi<br><br>Merespon secara interpersonal | Tes lisan | Performanc<br>e | Perform a dialogue about asking and giving information with your own words!<br><br>Answer the following questions orally!<br><br>Create a dialogue based on the role cards and perform it | 2x40 menit | Script percakapan dalam buku teks<br><br>Script otentik<br><br>Rekaman percakapan<br><br>Alat peraga |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------|
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------|

[illegible]





**APPENDIX C**  
**PHOTOGRAPHS**



## DOCUMENTATION





















**APPENDIX D**  
**UNITS FOR THE TRY OUT**

## **UNITS FOR THE 1<sup>ST</sup> TRY OUT**



**DESCRIPTIVE—describing animals**  
**(FOR GRADE VII 2<sup>nd</sup> SEMESTER)**



**Let's begin**

**Task 1**

**Watch the video carefully.**

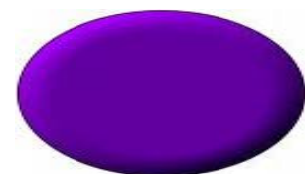
**Pay attention to the questions below. (Doing in pairs)**

- 1. Mention five colors in the video that you like?**
- 2. Mention five colors in the video that you dislike?**

**Task 2**

**Watch the video and find the meaning of every word by matching the available answers beside. (Doing the task in pairs and then giving the example of the animals or making a sentence based on the word related to the animals individually).**

- 1. Red**
- 2. Yellow**
- 3. Pink**
- 4. Green**
- 5. Blue**
- 6. Orange**
- 7. Black**

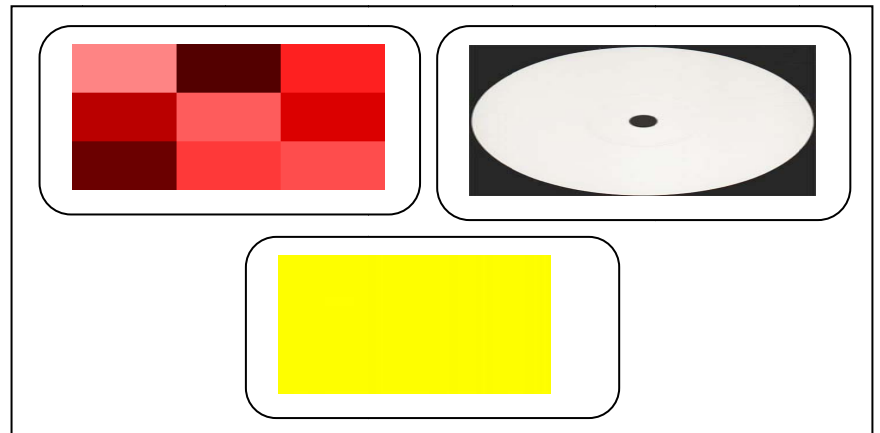


8. White

9. Gray/grey

10. Brown

11. Purple



### Focus on Listening

#### Task 3

Watch the video once again and pronounce the words below. (Then spell every the word based on the video and also give the example.)

- |              |           |
|--------------|-----------|
| 1. Red       | /red/     |
| 2. Yellow    | /jeləv/   |
| 3. Pink      | /pɪŋk/    |
| 4. Green     | /gri:n/   |
| 5. Blue      | /blu:/    |
| 6. Orange    | /ˈɒrɪndʒ/ |
| 7. Black     | /blæk/    |
| 8. White     | /waɪt/    |
| 9. Gray/grey | /greɪ/    |
| 10. Brown    | /braʊn/   |
| 11. Purple   | /ˈpɜ:pl/  |

**Task 4**

**Watch the video carefully. Answer the following questions based on the video. (Individual Task, what the name and the color of those animal are.)**

**(For example: it is black dog)**

- 1. What is the color of the first animal?**
- 2. What is the color of the second animal?**
- 3. What is the color of the third animal?**
- 4. What is the color of the fourth animal?**
- 5. What is the color of the fifth animal?**
- 6. What is the color of the sixth animal?**
- 7. What is the color of the seventh animal?**
- 8. What is the color of the eighth animal?**
- 9. What is the color of the ninth animal?**
- 10. What is the color of the tenth animal?**

**Task 5**

**Watch the video and find the names of the animals by using the capital below (Individually).**

**(For example: T – I – G – E – R)**

- 1. L.....**
- 2. E.....**
- 3. M.....**
- 4. G.....**
- 5. P.....**
- 6. D.....**
- 7. C.....**
- 8. B.....**
- 9. Z.....**
- 10. O.....**

**Task 6**

**Watch the video and discuss the physical appearance of an animal with your partner.**

**(For example: it is big, it is long, It is small)**

**Task 7**

**Make a group of four and find the characteristics of the animals by watching the video. You may choose the characteristics in the box. (While the teacher is giving word order DesSASCOM – Description, Size, Age, Shape, Colour, Original, and Material)**

**(For example: it is a funny red bird)**

|      |        |       |       |       |       |      |
|------|--------|-------|-------|-------|-------|------|
| Long | big    | small | wild  | funny | red   | four |
| legs | two    | legs  | brown | white | black |      |
|      | yellow | gray  | eyes  | mouth | short |      |

**Task 8**

**Answer the questions below (directly).**

**(For example: do you a favourite thing? Yes, I do. It is my lovely bike). (Individually Task).**

- 1. Do you have favourite animals?**
- 2. What are they? Can you mention them?**
- 3. Do you know penguins?**
- 4. What do you think about penguins?**
- 5. What can you say about penguins?**

**Task 9**

**Answer the questions below with your partner (in pairs) (by watching the video carefully).**

1. What is the video about?
2. What is name of the animal in the video?
3. What is the color?
4. What do their legs look like?
5. What do they eat?
6. What do they live?

**Task 10**

**Pay attention to the video. Complete the monologue below by using the words in the box. (Doing in pairs)**

**My favourite animal**

**My favourite animals are penguins.....**  
**They have got long bottle and the little legs.....**  
**They can force fish. They are moist but.....**  
**.....**

**They live in Antartic continent**

**They can't fly**

**They are white and black**

**I think they are very beautiful.**

## Grammar

### Adjective and the use of Has/Have

**Adjective is used to describe condition/appearance of something; it can be animal, fruit, people, etc.**

**The Pattern : S + has/have + adjective/noun**

**S + to be (is, am, are) + adjective/noun**

**S<sub>singular</sub> + has**

**S<sub>plural</sub> + have**

**S<sub>singular</sub> = he, she, it, Ani, elephant**

**S<sub>plural</sub> = they, we, I, you, Ani and Nina**

#### **Example:**

- **An elephant has a long trunk.**
- **A giraffe is tall.**





## Focus on Speaking

### Task 11

Watch the video, and then discuss the animal's physical characteristics in the video. (Doing in pairs)  
(For example: long trunk, stretch skin, etc)

### Task 12

Choose one of the animals in the video then describe its physical characteristics. (Guessing game)  
(In pairs by choosing your favourite animal)  
(For example: my favourite animal is elephant, it is big, it has long trunk, it has grey skin.)

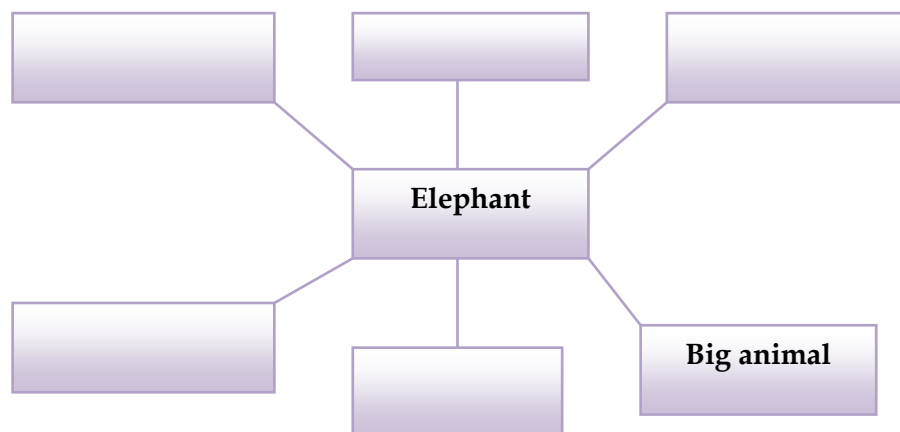
### Task 13

Work in groups of four. Watch the video and then retell the content of the video (orally).

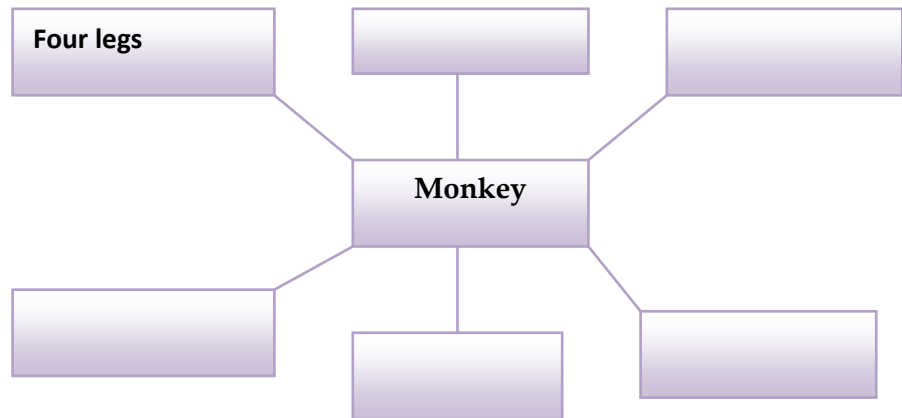
### Task 14

Work in groups. Look at the following vocabulary network related with animals. Then, mention the related things about the animals. Tell your work by standing up. (Ballgame)

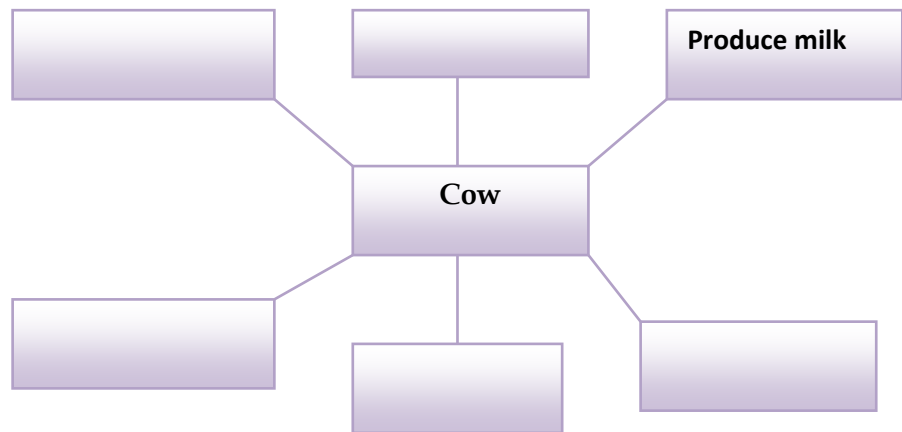
1.



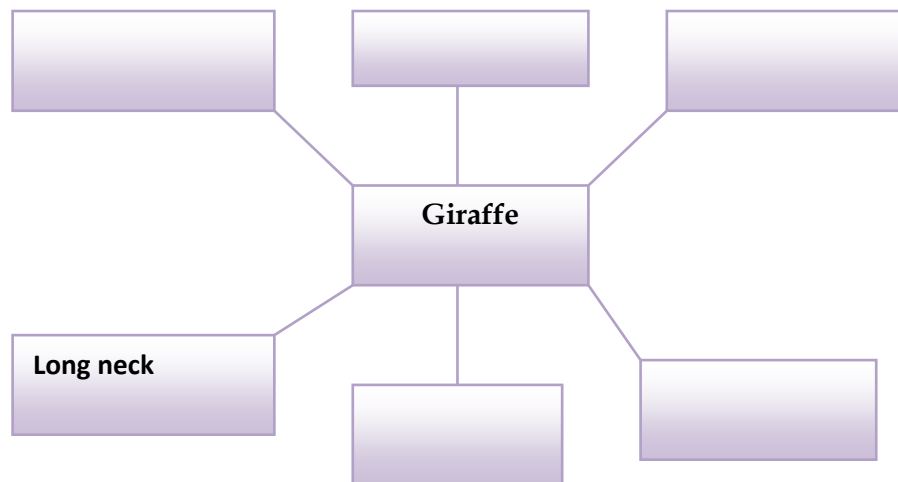
2.



3.



4.



**Task 15**

**Describe your favorite animal in front of the class orally. The words below may help you. You can watch the video as the example.**

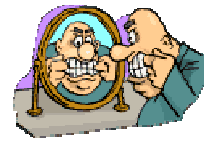
- 1. Big**
- 2. Small**
- 3. Funny**
- 4. Color**
- 5. Long**

**Task 16 (Homework)**

**Describe one of the pets that you or your neighbor/friend has. (interviewing section / getting information/finding special characteristics)**



**DESCRIPTIVE—describing people**  
**(FOR GRADE VII 2<sup>nd</sup> SEMESTER)**



**Let's begin**

**Task 1**

**Watch the video carefully.**  
**Answer the question below.**



**Mention the names of the part of your (partner's) face?**

**Task 2**

**Match the meaning of every word by watching the video.**  
**(Let's match the pictures with the words based on the video)**

- 1. Chin**
- 2. Ear**
- 3. Elbow**



4. Eyes

5. Fingernail



6. Fingers



7. Foot



8. Hand

9. Knee

10. Lips

11. Mouth



12. Nose



13. Teeth

14. Thumb

15. Tongue



### Focus on Listening

#### Task 3

Watch the video and pronounce the words below.

✚ Chin

/tʃin/

✚ Ear

/iə(r)/

|              |                 |
|--------------|-----------------|
| ✦ Elbow      | /ˈelbəʊ/        |
| ✦ Eyes       | /aɪs/           |
| ✦ Fingernail | /ˈfɪŋɡə(r)neɪl/ |
| ✦ Fingers    | /ˈfɪŋɡə(r)s/    |
| ✦ Foot       | /fʊt/           |
| ✦ Hand       | /hænd/          |
| ✦ Knee       | /niː/           |
| ✦ Lips       | /lɪps/          |
| ✦ Mouth      | /maʊθ/          |
| ✦ Nose       | /nəʊz/          |
| ✦ Teeth      | /tiːθ/          |
| ✦ Thumb      | /θʌm/           |
| ✦ Tongue     | /tʌŋɡ/          |

#### Task 4

Watch the video on kinds of the shape carefully. Then write the meaning of the words based on the video.

|             |             |
|-------------|-------------|
| ✦ Circle    | /ˈsɜːkl/    |
| ✦ Square    | /skweəˈ/    |
| ✦ Rectangle | /rektæŋɡl/  |
| ✦ Triangle  | /traɪæŋɡl/  |
| ✦ Pentagon  | /ˈpentəɡɒn/ |
| ✦ Oval      | /ˈəʊvəl/    |

#### Task 5

Let's play the game. Ask two of your friends to stand up in front of the class. Then, one of them has to mention the parts of the body in English

and other touches the part of the body that is mentioned.

### GRAMMAR FOCUS: Describing People.

When someone asks you “What does she look like?” these are some ways to answer. Repeat after your teacher.

| Expressions                   | Responses                                                            |
|-------------------------------|----------------------------------------------------------------------|
| What does he look like?       | He is tall and slim.<br>He has straight black hair.                  |
| What do/does _____ look like? | _____ are/am/is _____<br>and _____.<br>_____ have/has _____<br>_____ |

#### Task 6

Work in pairs and watch the video carefully.  
Discuss the question below.

1. What is the video about?
2. What does your partner's look like?

3. Describe your partner's face.
4. Describe your partner hair.

Task 7

Watch the video and answer the questions below.

1. What is the name of speaker's sister?
2. What does she look like?
3. What does her hair look like?
4. What does her nose look like?
5. What do her cheeks look like?
6. What do her eyes look like?
7. What does she like to wear?

Task 8

Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.

1. Helen is young, slim and attractive. [      ]
2. She's got red, curly hair, a pretty snub nose. [      ]
3. Her eyes are green, which I think match her hair rather well.  
[      ]
4. She likes to dress casually. [      ]
5. She just wears jeans and a jumper. [      ]



Focus on Speaking

Task 9

Watch the video carefully and discuss it with your partner the question below.



1. What is the video about?
2. Who is the person in the video?
3. What is the person's name?

Task 10

**Watch the video once again and retell the person's physical appearance. The following questions may help you.**

1. What does her hair look like?
2. What does her face look like?
3. Is she fat or slim?
4. How old is she?
5. Is she tall or short?

Task 11

**Take a look at your friends' face and describe it in front of the class. You may choose two or three of your friends' face.**

Task 12

**Describe one of your classmates in front of the class and ask your friend to guess who the person is.**

Task 13 (Homework)

**Describe one of your family members or your favourite idol. Don't forget to bring the photo.**



## DESCRIBING SCHOOL OBJECTS

(FOR GRADE VII 2<sup>nd</sup> SEMESTER)

### Let's Begin

#### Task 1

Watch the video carefully. Then mention five objects that you can find in the video.

#### Task 2

Watch the video carefully. Then repeat after the speaker.

- |                     |            |
|---------------------|------------|
| 1. Pen              | /pen/      |
| 2. Pencil           | /pensl/    |
| 3. Rubber           | /ˈrʌbə(r)/ |
| 4. Ruler            | /ru:lə(r)/ |
| 5. Pencil sharpener | /pensl/    |
| 6. Scissors         | /ˈsɪzəz/   |

|                    |                |
|--------------------|----------------|
| 7. Compass         | /ˈkʌmpəs/      |
| 8. Highlighter     | /ˈhaɪlaɪtə(r)/ |
| 9. Felt tip        | /felt tɪp/     |
| 10. Crayon         | /ˈkreɪən/      |
| 11. Glue           | /gluː/         |
| 12. Correction pen | /kə'reʃn pen/  |
| 13. Cutter         | /ˈkʌtə(r)/     |
| 14. Pencil case    | /penslkeɪs/    |
| 15. Diary          | /ˈdaɪəri/      |
| 16. Exercise book  | /ˈeksəsaɪzbʊk/ |
| 17. Book           | /bʊk/          |
| 18. School bag     | /skuːlbæg/     |



### Focus on Listening

#### Task 3

Watch the video carefully and find the meaning by using the pictures in the box.

1. Pen
2. Pencil
3. Rubber
4. Ruler
5. Pencil sharpener



6. Scissors



7. Compass



8. Highlighter

9. Felt tip

10. Crayon

11. Glue



12. Correction pen



13. Cutter

14. Pencil case



15. Diary

16. Exercise book



17. Book

18. School bag

#### Task 4

Watch the carefully, then answer following questions.

1. What is the video about?

2. What is the object described?
3. What is the color of the object?
4. What are the characteristics of the object?

Task 5

Watch the video once again, then find the missing sentence.

This is my favourite pen. ....  
..... My favourite pen has a very beautiful  
picture. .... I bought  
this pen in the shop near my house.

Task 6

Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.

1. The girl describes her favourite bag. [     ]
2. The object has flower picture. [     ]
3. The object is very cheap. [     ]
4. The object is green. [     ]
5. She gets the pen from her mother. [     ]



### Focus on Speaking

Task 7

Answer the following question orally.

1. What is your lovely thing in your bag?
2. What is the color of your lovely thing?
3. What does it look like?

**Task 8**

**Work in pairs. Make a dialogue to describe based on the pictures below. Choose one of the pictures only.**



**Task 9**

**Watch the video carefully. Describe one of the objects on the video by using your own words orally.**

**Task 10**

**Let's play the game. Work in groups. Interview your friends, what they bring in their bag, then choose one of them that you like. After that, describe it in front of the class. You can use these sentences to help you.**

**Task 11**

**Ask your friend to show his/her favorite pen/pencil.**

**Task 12**

**Let's play the game. Describe one of your favourite objects after that choose one of your friends to describe her/his favourite object.**

**Task 13 (homework)**

**Ask your friend about her/his favourite thing, then describe it and draw it.**

# SUMMARY

## THE GENERIC STRUCTURE OF DESCRIPTIVE TEXT

### DESCRIPTIVE TEXT

Social function: to describe a particular person, place, or thing.

#### **Generic structure:**

Identification: identify phenomenon to be described.

Description: describe parts, qualities, characteristics.

#### **Language features:**

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use classifiers in nominal groups.
4. Use of simple present tense.

## **UNITS FOR THE 2<sup>ND</sup> TRY OUT**





**DESCRIPTIVE—describing animals**  
**(FOR GRADE VII 2<sup>nd</sup> SEMESTER)**



**Let's begin**

**Task 1**

**Watch the video carefully.**

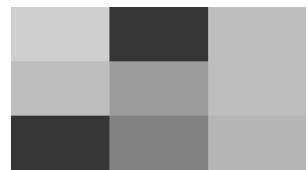
**Pay attention to the questions below. (Doing in pairs)**

- 1. Mention five colors in the video that you like?**
- 2. Mention five colors in the video that you dislike?**

**Task 2**

**Watch the video and find the meaning of every word by matching the available answers beside. (Doing the task in pairs and then giving the example of the animals or making a sentence based on the word related to the animals individually).**

- 1. Red**
- 2. Yellow**
- 3. Pink**
- 4. Green**
- 5. Blue**
- 6. Orange**



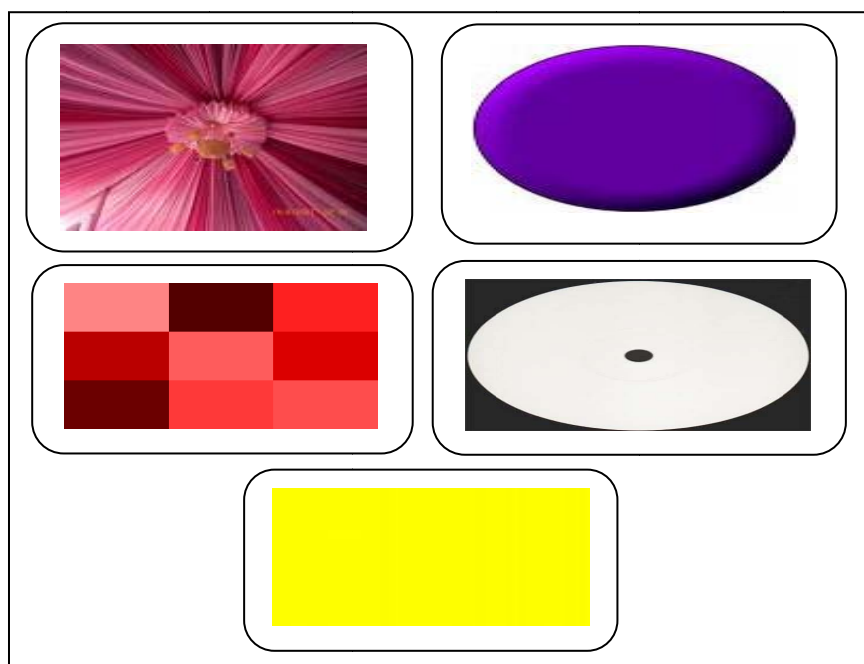
7. Black

8. White

9. Gray/grey

10. Brown

11. Purple



### Focus on Listening

#### Task 3

Watch the video once again and pronounce the words below. (Then spell every the word based on the video and also give the example.)

- |              |           |
|--------------|-----------|
| 1. Red       | /red/     |
| 2. Yellow    | /jeləv/   |
| 3. Pink      | /pɪŋk/    |
| 4. Green     | /gri:n/   |
| 5. Blue      | /blu:/    |
| 6. Orange    | /ˈɒrɪndʒ/ |
| 7. Black     | /blæk/    |
| 8. White     | /waɪt/    |
| 9. Gray/grey | /greɪ/    |

**10. Brown**                      /braʊn/

**11. Purple**                      /'pɜːpl/

**Task 4**

**Watch the video carefully. Answer the following questions based on the video. (Individual Task, what the name and the color of those animal are.)**

**(For example: it is black dog)**

- 1. What is the color of the first animal?**
- 2. What is the color of the second animal?**
- 3. What is the color of the third animal?**
- 4. What is the color of the fourth animal?**
- 5. What is the color of the fifth animal?**
- 6. What is the color of the sixth animal?**
- 7. What is the color of the seventh animal?**
- 8. What is the color of the eighth animal?**
- 9. What is the color of the ninth animal?**
- 10. What is the color of the tenth animal?**

**Task 5**

**Watch the video and find the names of the animals by using the capital below (Individually).**

**(For example: T – I – G – E – R)**

- 1. L.....**
- 2. E.....**
- 3. M.....**
- 4. G.....**
- 5. P.....**
- 6. D.....**
- 7. C.....**
- 8. B.....**
- 9. Z.....**
- 10. O.....**

**Task 6**

**Watch the video and discuss the physical appearance of an animal with your partner.**

**(For example: it is big, it is long, It is small)**

**Task 7**

**Make a group of four and find the characteristics of the animals by watching the video. You may choose the characteristics in the box. (While the teacher is giving word order DesSASCOM – Description, Size, Age, Shape, Colour, Original, and Material)**

**(For example: it is a funny red bird)**

|      |        |       |       |       |       |      |
|------|--------|-------|-------|-------|-------|------|
| Long | big    | small | wild  | funny | red   | four |
| legs | two    | legs  | brown | white | black |      |
|      | yellow | gray  | eyes  | mouth | short |      |

**Task 8**

**Answer the questions below (directly).**

**(For example: do you a favourite thing? Yes, I do. It is my lovely bike). (Individually Task).**

- 1. Do you have favourite animals?**
- 2. What are they? Can you mention them?**
- 3. Do you know penguins?**
- 4. What do you think about penguins?**
- 5. What can you say about penguins?**

**Task 9**

**Answer the questions below with your partner (in pairs)  
(by watching the video carefully).**

- 1. What is the video about?**
- 2. What is name of the animal in the video?**
- 3. What is the color?**
- 4. What do their legs look like?**
- 5. What do they eat?**
- 6. What do they live?**

**Task 10**

**Pay attention to the video. Complete the monologue  
below by using the words in the box. (Doing in pairs)**

**My favourite animal**

**My favourite animals are penguins.....**  
**They have got long bottle and the little legs.....**  
**They can force fish. They are moist but.....**  
 .....

**They live in Antartic continent**

**They can't fly**

**They are white and black**

**I think they are very beautiful.**

## Grammar

### Adjective and the use of Has/Have

**Adjective is used to describe condition/appearance of something; it can be animal, fruit, people, etc.**

**The Pattern : S + has/have + adjective/noun**

**S + to be (is, am, are) + adjective/noun**

**S<sub>singular</sub> + has**

**S<sub>plural</sub> + have**

**S<sub>singular</sub> = he, she, it, Ani, elephant**

**S<sub>plural</sub> = they, we, I, you, Ani and Nina**

#### **Example:**

- **An elephant has a long trunk.**
- **A giraffe is tall.**



## Focus on Speaking

### Task 11

**Watch the video, and then discuss the animal's physical characteristics in the video. (Doing in pairs)**  
**(For example: long trunk, stretch skin, etc)**

### Task 12

**Choose one of the animals in the video then describe its physical characteristics. (Guessing game)**  
**(In pairs by choosing your favourite animal)**  
**(For example: my favourite animal is elephant, it is big, it has long trunk, it has grey skin.)**

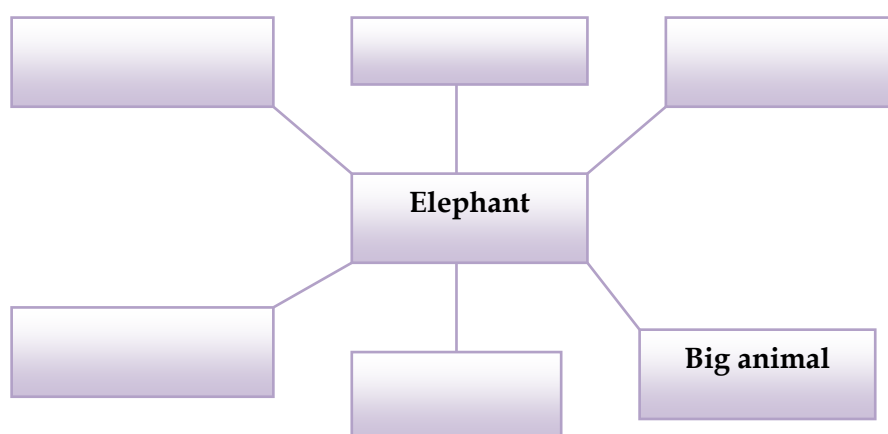
### Task 13

**Work in groups of four. Watch the video and then retell the content of the video (orally).**

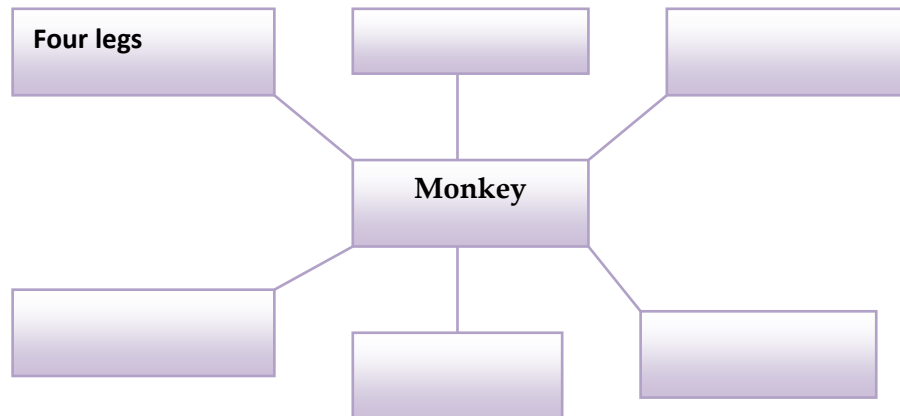
### Task 14

**Work in groups. Look at the following vocabulary network related with animals. Then, mention the related things about the animals. Tell your work by standing up. (Ballgame)**

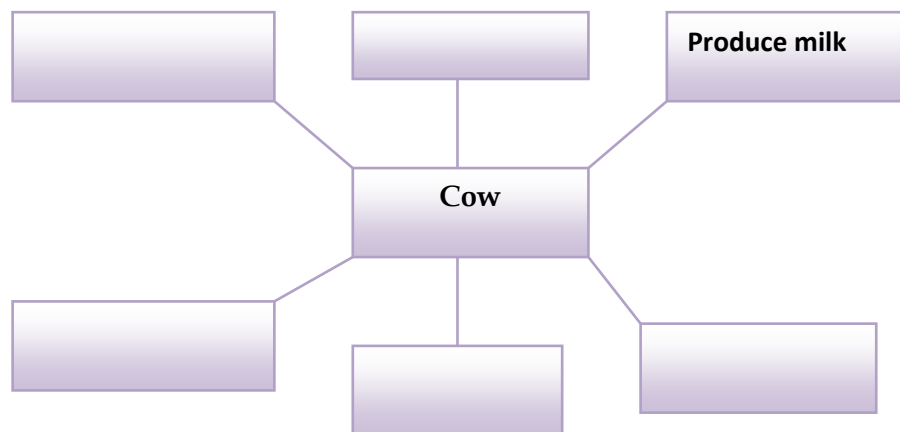
**1.**



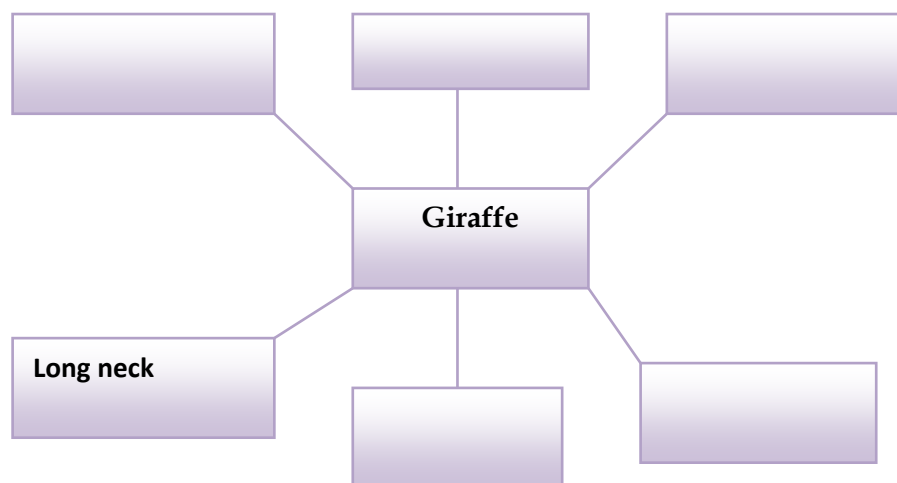
2.



3.



4.





**Task 15**

**Describe your favorite animal in front of the class orally. The words below may help you. You can watch the video as the example.**

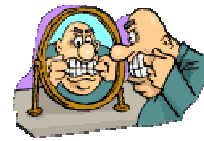
- 1. Big**
- 2. Small**
- 3. Funny**
- 4. Color**
- 5. Long**

**Task 16 (Homework)**

**Describe one of the pets that you or your neighbor/friend has. (interviewing section / getting information/finding special characteristics)**



## DESCRIPTIVE—describing people (FOR GRADE VII 2<sup>nd</sup> SEMESTER)



**Let's begin**

### Task 1

**Watch the video carefully.**

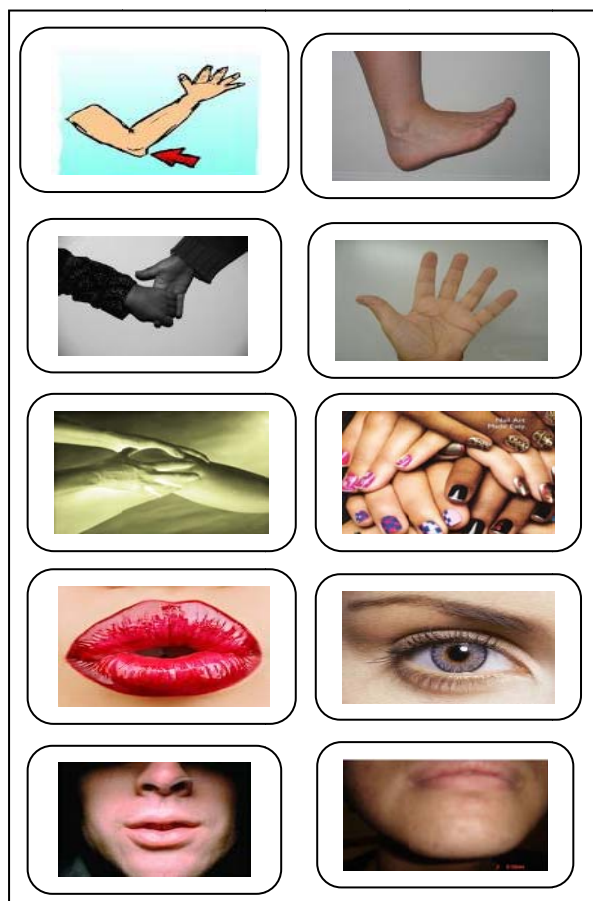
**Answer the question below.**

**Mention the names of the part of your (partner's) face?**

### Task 2

**Match the meaning of every word by watching the video.  
(Let's match the pictures with the words based on the video.)**

1. Chin
2. Ear
3. Elbow
4. Eyes
5. Fingernail
6. Fingers
7. Foot
8. Hand



9. Knee

10. Lips

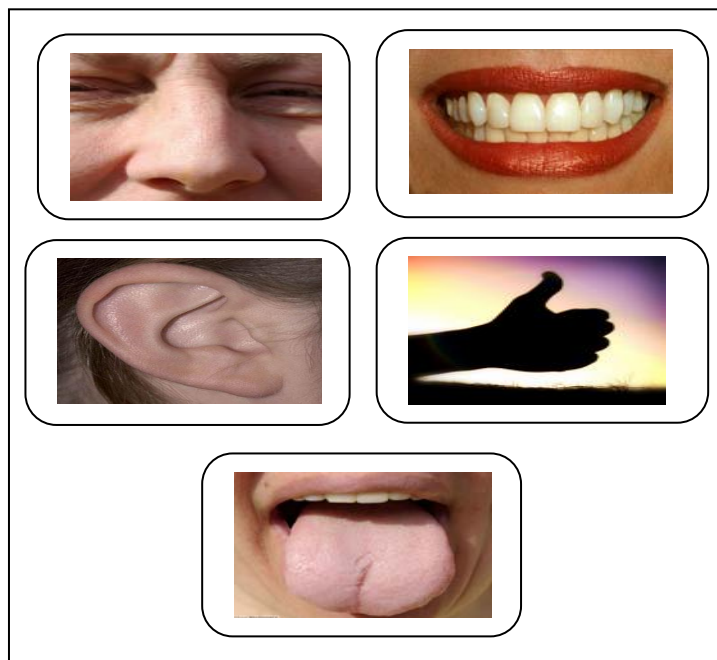
11. Mouth

12. Nose

13. Teeth

14. Thumb

15. Tongue



### Focus on Listening

#### Task 3

Watch the video and pronounce the words below.

|              |                 |
|--------------|-----------------|
| ✦ Chin       | /tʃin/          |
| ✦ Ear        | /iə(r)/         |
| ✦ Elbow      | /ˈelbəʊ/        |
| ✦ Eyes       | /aɪs/           |
| ✦ Fingernail | /ˈfɪŋɡə(r)neɪl/ |
| ✦ Fingers    | /ˈfɪŋɡə(r)s/    |
| ✦ Foot       | /fʊt/           |
| ✦ Hand       | /hænd/          |
| ✦ Knee       | /ni:/           |
| ✦ Lips       | /lips/          |

|   |        |        |
|---|--------|--------|
| ✚ | Mouth  | /maʊθ/ |
| ✚ | Nose   | /nəʊz/ |
| ✚ | Teeth  | /ti:θ/ |
| ✚ | Thumb  | /θʌm/  |
| ✚ | Tongue | /tʌŋ/  |

#### Task 4

Watch the video on kinds of the shape carefully. Then write the meaning of the words based on the video.

|   |           |             |
|---|-----------|-------------|
| ✚ | Circle    | /'sɜ:kəl/   |
| ✚ | Square    | /skweəˈr/   |
| ✚ | Rectangle | /rektæŋɡl/  |
| ✚ | Triangle  | /traɪæŋɡl/  |
| ✚ | Pentagon  | /'pentəɡɒn/ |
| ✚ | Oval      | /'əʊvəl/    |

#### Task 5

Let's play the game. Ask two of your friends to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. (Mention five parts minimally, pronounce and spell every word correctly, do it in turn.)

(pictures of two students)

**GRAMMAR FOCUS: Describing People.**

When someone asks you “What does she look like?” these are some ways to answer. Repeat after your teacher.

| Expressions                   | Responses                                                            |
|-------------------------------|----------------------------------------------------------------------|
| What does he look like?       | He is tall and slim.<br>He has straight black hair.                  |
| What do/does _____ look like? | _____ are/am/is _____<br>and _____.<br>_____ have/has _____<br>_____ |

**Task 6**

Work in pairs and watch the video carefully.  
Discuss the question below.

1. What is the video about?
2. What does your partner's look like?
3. Describe your partner's face.
4. Describe your partner hair.

**Task 7**

Watch the video and answer the questions below.  
(Individually)

1. What is the name of speaker's sister?
2. What does she look like?
3. What does her hair look like?
4. What does her nose look like?

5. What do her cheeks look like?
6. What do her eyes look like?
7. What does she like to wear?

**Task 8**

Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.

1. Helen is young, slim and attractive. [      ]
2. She's got red, curly hair, a pretty snub nose. [      ]
3. Her eyes are green, which I think match her hair rather well.  
[      ]
4. She likes to dress casually. [      ]
5. She just wears jeans and a jumper. [      ]



**Focus on Speaking**

**Task 9**

Watch the video carefully and discuss it with your partner the question below.

1. What is the video about?
2. Who is the person in the video?
3. What is the person's name?

**Task 10**

Watch the video once again and retell the person's physical appearance. The following questions may help you. (individually)

1. What does her hair look like?

2. What does her face look like?
3. Is she fat or slim?
4. How old is she?
5. Is she tall or short?

**Task 11**

**Take a look at your friends' face and describe it in front of the class. You may choose two or three of your friends' face. (The other students have to guess the description.) (Game)**

**Task 12**

**Describe one of your classmates in front of the class and ask your friend to guess who the person is. ( similar to the previous game)**

**Task 13 (Homework)**

**Describe one of your family members or your favourite idol. Don't forget to bring the photo.**



## DESCRIBING SCHOOL OBJECTS

(FOR GRADE VII 2<sup>nd</sup> SEMESTER)

### Let's Begin

#### Task 1

Watch the video carefully. Then mention five objects that you can find in the video.

#### Task 2

Watch the video carefully. Then repeat after the speaker.

- |                     |                |
|---------------------|----------------|
| 1. Pen              | /pen/          |
| 2. Pencil           | /pensl/        |
| 3. Rubber           | /ˈrʌbə(r)/     |
| 4. Ruler            | /ru:lə(r)/     |
| 5. Pencil sharpener | /pensl/        |
| 6. Scissors         | /ˈsɪzəz/       |
| 7. Compass          | /ˈkʌmpəs/      |
| 8. Highlighter      | /ˈhaɪlaɪtə(r)/ |
| 9. Felt tip         | /felt tɪp/     |
| 10. Crayon          | /ˈkreɪən/      |
| 11. Glue            | /glu:/         |
| 12. Correction pen  | /kə'reɪn pen/  |
| 13. Cutter          | /ˈkʌtə(r)/     |
| 14. Pencil case     | /penslkeɪs/    |



|                   |                |
|-------------------|----------------|
| 15. Diary         | /ˈdaɪəri/      |
| 16. Exercise book | /ˈeksəsaɪzbʊk/ |
| 17. Book          | /bʊk/          |
| 18. School bag    | /sku:l bæɡ/    |

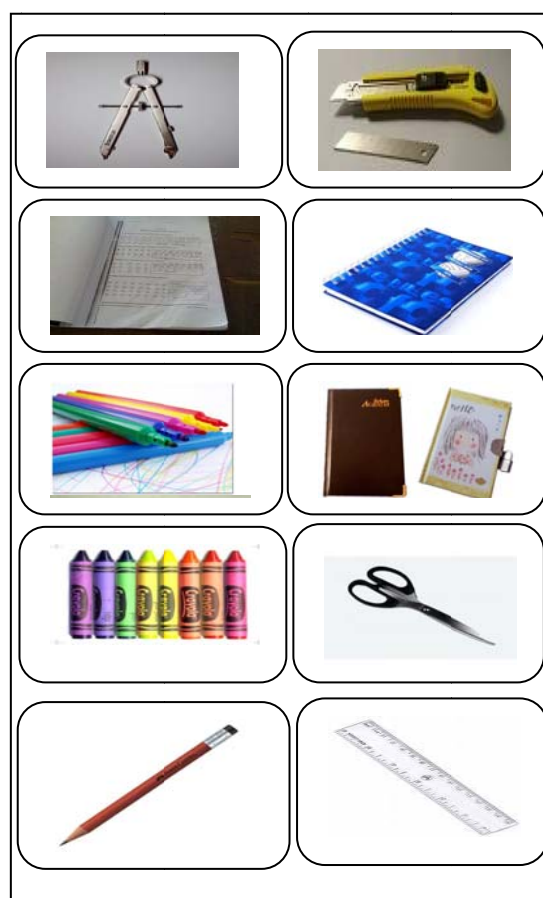


### Focus on Listening

#### Task 3

Watch the video carefully and find the meaning by using the pictures in the box.

1. Pen
2. Pencil
3. Rubber
4. Ruler
5. Pencil sharpener
6. Scissors
7. Compass
8. Highlighter
9. Felt tip



10. Crayon

11. Glue

12. Correction pen

13. Cutter

14. Pencil case

15. Diary

16. Exercise book

17. Book

18. School bag



#### Task 4

Watch the carefully, then answer following questions.

1. What is the video about?
2. What is the object described?
3. What is the color of the object?
4. What are the characteristics of the object?

#### Task 5

Watch the video once again, then find the missing sentence.

This is my favourite pen. ....

..... My favourite pen has a very beautiful

picture. .... I bought  
this pen in the shop near my house.

### Task 6

Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.

1. The girl describes her favourite bag. [     ]
2. The object has flower picture. [     ]
3. The object is very cheap. [     ]
4. The object is green. [     ]
5. She gets the pen from her mother. [     ]



### Focus on Speaking

### Task 7

Answer the following question orally.

1. What is your lovely thing in your bag?
2. What is the color of your lovely thing?
3. What does it look like?

### Task 8

Work in pairs. Make a dialogue to describe based on the pictures below. Choose one of the pictures only.



**Task 9**

**Watch the video carefully. Describe one of the objects on the video by using your own words orally.**

**Task 10**

**Let's play the game. Work in groups. Interview your friends, what they bring in their bag, then choose one of them that you like. After that, describe it in front of the class. You can use these sentences to help you.**

**Task 11**

**Ask your friend to show his/her favorite pen/pencil.**

**Task 12**

**Let's play the game. Describe one of your favourite objects after that choose one of your friends to describe her/his favourite object.**

**Task 13 (homework)**

**Ask your friend about her/his favourite thing, then describe it and draw it.**

## SUMMARY

### THE GENERIC STRUCTURE OF DESCRIPTIVE TEXT

#### DESCRIPTIVE TEXT

Social function: to describe a particular person, place, or thing.

**Generic structure:**

Identification: identify phenomenon to be described.

Description: describe parts, qualities, characteristics.

**Language features:**

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use classifiers in nominal groups.

## **FINAL DRAFT OF THE UNITS**



# DESCRIPTIVE TEXTS

## DESCRIBING ANIMALS



Let's begin



### TASK 1

Watch the video carefully.  
Pay attention to the questions below. (Doing in pairs)

1. Mention five colors in the video that you like?
2. Mention five colors in the video that you dislike?

### TASK 2

Watch the video and find the meaning of every word by matching the available answers beside. (Doing the task in pairs and then giving the example of the animals or making a sentence based on the word related to the animals individually).

1. Red
2. Yellow
3. Pink
4. Green
5. Blue
6. Orange
7. Black
8. White
9. Grey
10. Brown
11. Purple





## Focus on Listening

### TASK 3

Watch the video once again and pronounce the words below. (Then spell every the word based on the video and also give the example.)

- |            |           |
|------------|-----------|
| 1. Red     | /red/     |
| 2. Yellow  | /jeləv/   |
| 3. Pink    | /pɪŋk/    |
| 4. Green   | /gri:n/   |
| 5. Blue    | /blu:/    |
| 6. Orange  | /ˈɒrɪndʒ/ |
| 7. Black   | /blæk/    |
| 8. White   | /waɪt/    |
| 9. Grey    | /greɪ/    |
| 10. Brown  | /braʊn/   |
| 11. Purple | /ˈpɜ:pəl/ |

### TASK 4

Watch the video carefully. Answer the following questions based on the video. (Individual Task, what the name and the color of those animalare.)

For example: What is the color of the animal? It is a black dog.

1. What is the color of the first animal?
2. What is the color of the second animal?
3. What is the color of the third animal?
4. What is the color of the fourth animal?
5. What is the color of the fifth animal?
6. What is the color of the sixth animal?
7. What is the color of the seventh animal?
8. What is the color of the eighth animal?
9. What is the color of the ninth animal?
10. What is the color of the tenth animal?



**TASK 5**

Watch the video and find the names of the animals by using the capital below (Individually).

For example: T - I - G - E - R)

1. L.....
2. E.....
3. M.....
4. G.....
5. P.....
6. D.....
7. C.....
8. B.....
9. Z.....
10. O.....

**TASK 6**

Watch the video and discuss the physical appearance of an animal with your partner.

For example: it is big, it is long, It is small

**TASK 7**

Make a group of four and find the characteristics of the animals by watching the video. You may choose the characteristics in the box. (While the teacher is giving word order DesSASCOM - Description, Size, Age, Shape, Colour, Original, and Material)

For example: it is a funny red bird

|      |     |            |            |           |            |
|------|-----|------------|------------|-----------|------------|
| Long | big | small      | wild       | funny red | fourlegs   |
|      | two | legs       | brownwhite | black     | yellowgray |
| eyes |     | mouthshort |            |           |            |

**TASK 8**

**Answer the questions below (directly).**

**(Individually Task)**

For example: do you have a favourite thing? Yes, I do. It is my lovely bike.

1. Do you have favourite animals?
2. What are they? Can you mention them?
3. Do you know penguins?
4. What do you think about penguins?
5. What can you say about penguins?

**TASK 9**

**Answer the questions below with your partner (in pairs)**

**(by watching the video carefully).**

1. What is the video about?
2. What is name of the animal in the video?
3. What is the color?
4. What do their legs look like?
5. What do they eat?
6. What do they live?

**TASK 10**

**Pay attention to the video. Complete the monologue below  
by using the words in the box. (Doing in pairs)**

**My favourite animal**

My favourite animals are penguins.

1) .....

They have got long bottle and the little legs.

2) .....

They can force fish.They are moist but 3) .....

4) .....

**They live in Antartic continent**

**They can't fly**

**They are white and black**

**I think they are very beautiful.**

## Grammar

### Adjective and the use of Has/Have

Adjective is used to describe condition/appearance of something; it can be animal, fruit, people, etc.

**The Pattern : S + has/have + adjective/noun**

**S + to be (is, am, are) + adjective/noun**

**S<sub>singular</sub> + has**

**S<sub>plural</sub> + have**

**S<sub>singular</sub> = he, she, it, Ani, elephant**

**S<sub>plural</sub> = they, we, I, you, Ani and Nina**

**Example:**

- An elephant has a long trunk.
- A giraffe is tall.



## Focus on Speaking

### TASK 11

Watch the video, and then discuss the animal's physical characteristics in the video. (Doing in pairs)

For example: long trunk, stretch skin, etc.

### TASK 12

Choose one of the animals in the video then describe its physical characteristics. (Guessing game)  
(In pairs by choosing your favourite animal)

For example: my favourite animal is elephant, it is big, it has long trunk, it has grey skin.

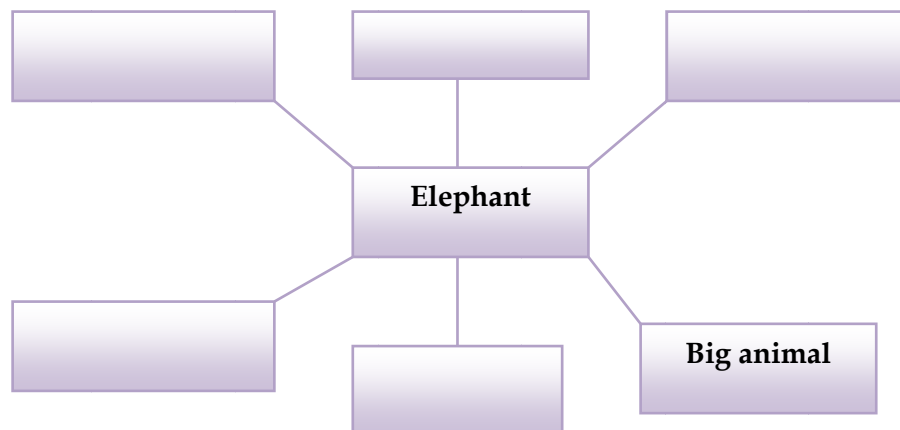
### TASK 13

Work in groups of four. Watch the video and then retell the content of the video (orally).

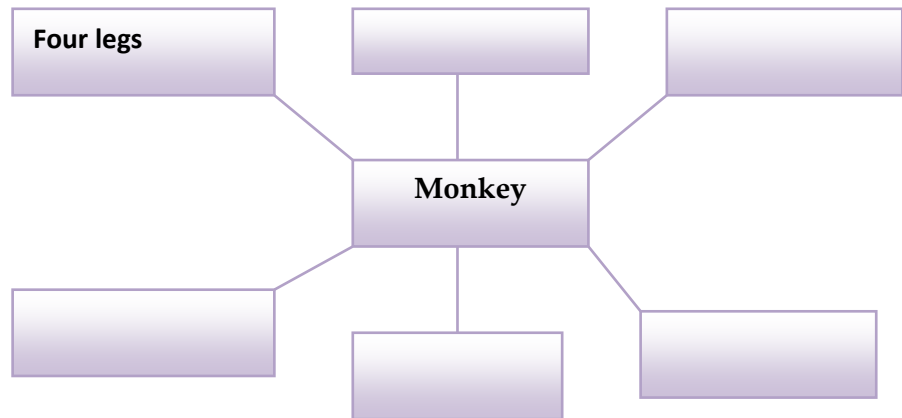
### TASK 14

Work in groups. Look at the following vocabulary network related with animals. Then, mention the related things about the animals. Tell your work by standing up. (Ballgame)

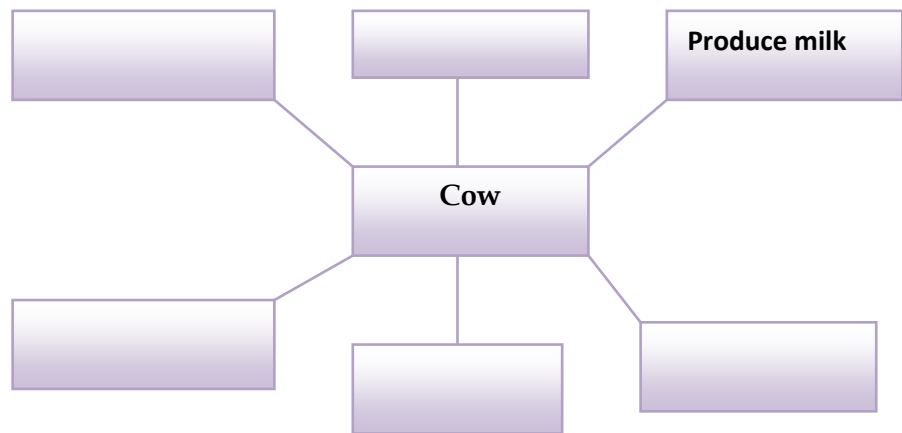
1.



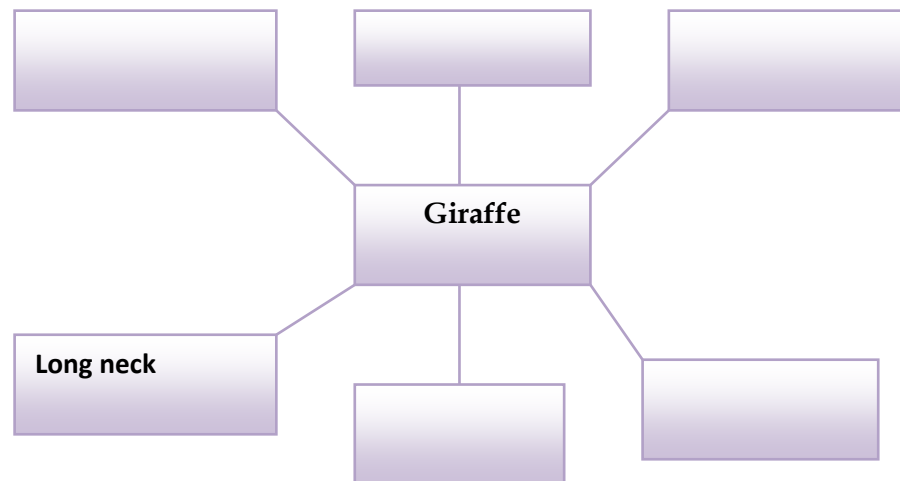
2.



3.



4.



**TASK 15**

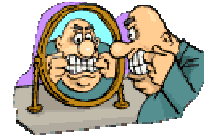
**Describe your favorite animal in front of the class orally.**

**The words below may help you. You can watch the video as the example.**

1. Big
2. Small
3. Funny
4. Color
5. Long

**Homework****TASK 16**

**Describe one of the pets that you or your neighbor/friend has. (interviewing section / getting information/finding special characteristics)**



## DESCRIPTIVE—describing people (FOR GRADE VII 2<sup>nd</sup> SEMESTER)

**Let's begin**

### Task 1

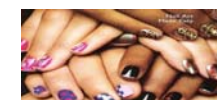
**Watch the video carefully.  
Answer the question below.**

**Mention the names of the part of your (partner's) face?**

### Task 2

**Match the meaning of every word by watching the video.  
(Let's match the pictures with the words based on the video.)**

1. Chin
2. Ear
3. Elbow
4. Eyes
5. Fingernail
6. Fingers



7. Foot

8. Hand



9. Knee

10. Lips



11. Mouth

12. Nose



13. Teeth

14. Thumb



15. Tongue



### Focus on Listening

#### Task 3

Watch the video and pronounce the words below.

|              |                 |
|--------------|-----------------|
| ✚ Chin       | /tʃɪn/          |
| ✚ Ear        | /iə(r)/         |
| ✚ Elbow      | /ˈelbəʊ/        |
| ✚ Eyes       | /aɪs/           |
| ✚ Fingernail | /ˈfɪŋɡə(r)neɪl/ |
| ✚ Fingers    | /ˈfɪŋɡə(r)s/    |
| ✚ Foot       | /fʊt/           |



|          |        |
|----------|--------|
| ✚ Hand   | /hænd/ |
| ✚ Knee   | /ni:/  |
| ✚ Lips   | /lips/ |
| ✚ Mouth  | /maʊθ/ |
| ✚ Nose   | /nəʊz/ |
| ✚ Teeth  | /ti:θ/ |
| ✚ Thumb  | /θʌm/  |
| ✚ Tongue | /tʌŋ/  |

#### Task 4

Watch the video on kinds of the shape carefully. Then write the meaning of the words based on the video.

|             |                       |
|-------------|-----------------------|
| ✚ Circle    | /'s3:kl/              |
| ✚ Square    | /skweə <sup>r</sup> / |
| ✚ Rectangle | /rektæŋgl/            |
| ✚ Triangle  | /traɪæŋgl/            |
| ✚ Pentagon  | /'pentəɡɒn/           |
| ✚ Oval      | /'əʊvəl/              |

#### Task 5

Let's play the game. Ask two of your friends to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. (Mention five parts minimally, pronounce and spell every word correctly, do it in turn.)

(pictures of two students)

### GRAMMAR FOCUS: Describing People.

When someone asks you “What does she look like?” these are some ways to answer. Repeat after your teacher.

| Expressions                   | Responses                                                    |
|-------------------------------|--------------------------------------------------------------|
| What does he look like?       | He is tall and slim.<br>He has straight black hair.          |
| What do/does _____ look like? | ____ are/am/is ____<br>and _____.<br>_____ have/has<br>_____ |

#### Task 6

Work in pairs and watch the video carefully.  
Discuss the question below.

1. What is the video about?
2. What does your partner's look like?
3. Describe your partner's face.
4. Describe your partner hair.

#### Task 7

Watch the video and answer the questions below.  
(Individually)

1. What is the name of speaker's sister?

2. What does she look like?
3. What does her hair look like?
4. What does her nose look like?
5. What do her cheeks look like?
6. What do her eyes look like?
7. What does she like to wear?

**Task 8**

Watch the video. Are the statements below are true or false? Write (T) if the statement is true and (F) if the statement is false.

1. Helen is young, slim and attractive. [     ]
2. She's got red, curly hair, a pretty snub nose. [     ]
3. Her eyes are green, which I think match her hair rather well.  
[     ]
4. She likes to dress casually. [     ]
5. She just wears jeans and a jumper. [     ]



**Focus on Speaking**

**Task 9**

Watch the video carefully and discuss it with your partner the question below.

1. What is the video about?
2. Who is the person in the video?
3. What is the person's name?

**Task 10**

**Watch the video once again and retell the person's physical appearance. The following questions may help you. (individually)**

- 1. What does her hair look like?**
- 2. What does her face look like?**
- 3. Is she fat or slim?**
- 4. How old is she?**
- 5. Is she tall or short?**

**Task 11**

**Take a look at your friends' face and describe it in front of the class. You may choose two or three of your friends' face. (The other students have to guess the description.) (Game)**

**Task 12**

**Describe one of your classmates in front of the class and ask your friend to guess who the person is.( similar to the previous game)**

**Task 13 (Homework)**

**Describe one of your family members or your favourite idol. Don't forget to bring the photo.**



## DESCRIBING SCHOOL OBJECTS

(FOR GRADE VII 2<sup>nd</sup> SEMESTER)

### Let's Begin

#### Task 1

Watch the video carefully. Then mention five objects that you can find in the video.

#### Task 2

Watch the video carefully. Then repeat after the speaker.

- |                     |                |
|---------------------|----------------|
| 1. Pen              | /pen/          |
| 2. Pencil           | /pensl/        |
| 3. Rubber           | /ˈrʌbə(r)/     |
| 4. Ruler            | /ru:lə(r)/     |
| 5. Pencil sharpener | /pensl/        |
| 6. Scissors         | /ˈsɪzəz/       |
| 7. Compass          | /ˈkʌmpəs/      |
| 8. Highlighter      | /ˈhaɪlaɪtə(r)/ |
| 9. Felt tip         | /felt tɪp/     |
| 10. Crayon          | /ˈkreɪən/      |

|                    |                |
|--------------------|----------------|
| 11. Glue           | /glu:/         |
| 12. Correction pen | /kə'reʃn pen/  |
| 13. Cutter         | /'kʌtə(r)/     |
| 14. Pencil case    | /penslkeɪs/    |
| 15. Diary          | /'daɪəri/      |
| 16. Exercise book  | /'eksəsaɪzbʊk/ |
| 17. Book           | /bʊk/          |
| 18. School bag     | /sku:l bæɡ/    |

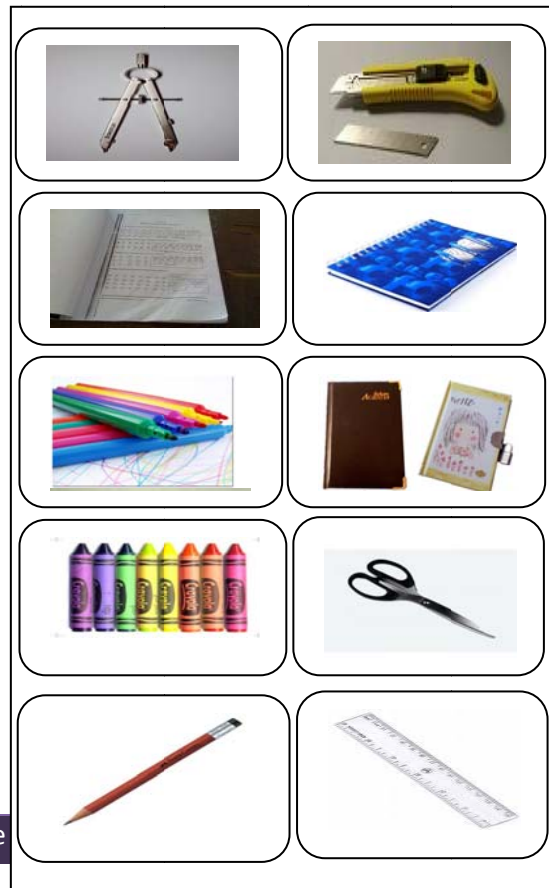


### Focus on Listening

#### Task 3

Watch the video carefully and find the meaning by using the pictures in the box.

1. Pen
2. Pencil
3. Rubber
4. Ruler
5. Pencil sharpener
6. Scissors
7. Compass



8. Highlighter

9. Felt tip

10. Crayon

11. Glue

12. Correction pen

13. Cutter

14. Pencil case

15. Diary

16. Exercise book

17. Book

18. School bag



Task 4

Watch the carefully, then answer following questions.

1. What is the video about?
2. What is the object described?
3. What is the color of the object?
4. What are the characteristics of the object?

Task 5

Watch the video once again, then find the missing sentence.

This is my favourite pen. ....  
..... My favourite pen has a very beautiful picture. .... I bought this pen in the shop near my house.

Task 6

Watch the video. Are the statements below true or false? Write (T) if the statement is true and (F) if the statement is false.

1. The girl describes her favourite bag. [     ]
2. The object has flower picture. [     ]
3. The object is very cheap. [     ]
4. The object is green. [     ]
5. She gets the pen from her mother. [     ]



Focus on Speaking

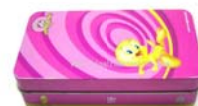
Task 7

Answer the following question orally.

1. What is your lovely thing in your bag?
2. What is the color of your lovely thing?
3. What does it look like?

Task 8

Work in pairs. Make a dialogue to describe based on the pictures below. Choose one of the pictures only.







Task 9

**Watch the video carefully. Describe one of the objects on the video by using your own words orally.**

Task 10

**Let's play the game. Work in groups. Interview your friends, what they bring in their bag, then choose one of them that you like. After that, describe it in front of the class. You can use these sentences to help you.**

Task 11

**Ask your friend to show his/her favorite pen/pencil.**

Task 12

**Let's play the game. Describe one of your favourite objects after that choose one of your friends to describe her/his favourite object.**

Task 13 (homework)

**Ask your friend about her/his favourite thing, then describe it and draw it.**

## SUMMARY

### THE GENERIC STRUCTURE OF DESCRIPTIVE TEXT

#### DESCRIPTIVE TEXT

Social function: to describe a particular person, place, or thing.

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Description: describe parts, qualities, characteristics.

**Language features:**

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use classifiers in nominal groups.
4. Use of simple present tense.

**APPENDIX E**  
**FIELD NOTES**

## **FIELD NOTES – UNIT 1 TRY OUT 1**

The field note of the 1<sup>st</sup> try out Unit 1

Field note 1, Saturday February 13<sup>th</sup>, 2010 at 09.15-10.35

Task 1- 7

The English class is started at 09.15 to 10.35a.m. The teacher enters the class and all the students looked happy because they knew whether they would study while watching the video. The teacher greeted the students using English and they answered it in a good spirit. After that the teacher asked one of the students to lead to pray and explained that they would study the new materials by watching the video. The teacher then distributed the materials to the students.

At the beginning of the lesson, the teacher asked the students about the meaning of the title in unit 1 and asked them to guess what materials stated in unit 1. Some students guessed it correctly. "It is about animals," said the student A. The teacher asked the students to attentive the task 1. The teacher asked the students what they should do in task 1. All the students answered it together. The teacher explains to the students what they are going to be done in the task 1. Then the students begin to pay attention to the task 1. 'The teacher explained to the students what they would be done in the task 1. Then the students begin to pay attention to the task 1. The teacher then played the video and the students watched it carefully. The teacher replayed the video for several times until she knew that the students had new vocabulary.

'Some of the students did not know the meanings of the vocabulary that were presented. The students got difficulty in remembering some vocabularies because they did not know the meaning. They ask their friends for the meanings and some of them asked the teacher.

'The students mentioned some the words after watched the video. They were really attentive to the video. The teacher asked one of the students to mention colors they like and do not like.'

'An individual works well. The students recalled and mentioned the words by themselves. The teacher asked them one by one to mentioned colors they like, dislike and tell the meaning.'

All the students pronounced the words. There were no students that kept silent. They pronounced the words by repeating after the teacher.'

After that the teacher asked them moved to the task 2. The teacher read the instruction and asked the students to guess what they would do in task 2. After the teacher explained the task 2, the students were asked to do it. The students got 3 minutes to discuss the questions with their table mate. During the discussion, the

teacher moved around the class. All the students advantaged the time to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily. Then, the teacher asked three of the students to answer the question no 1.

‘The students needed for about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students one by one to answer the question no 1. All of them answered it well and give some examples in every number. They enjoyed and interested in the Task.’

‘When one of the students answered the question in Task 2, she gave some example such as cat, fish and dog.’

‘After all the students finished discussing the answers, the teacher asked them to give the example of the animals individually. All the students who wanted to answer could do it well.’

‘All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.’

‘The teacher always monitored students’ works when they were working on the task. After the student answered the question, the teacher gave comment to the answer. The teacher also asked the other students for their opinions. When, the student made mistake in grammar or pronunciation he, usually corrected it.’

‘The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 3<sup>rd</sup> student was asked about her example. “What about you give your example?” asked the teacher. ‘

The students then moved to the third task. As the two tasks before, the teacher explained the task to the students. ‘Before the teacher entered the activity of Task 3, he asked to the students what the Task 3 was about. Almost of the students could answer the question although they were in the different ways and sentences.’

‘After the students practiced pronouncing all the words, the teacher asked the students opinion how to spell those words. Almost of the students gave a good response, that the video and the task were interesting and simple. However there were some students who suggested making the voice clearer. The clearer voice could make it more understandable. The students also said that clearer voice could help them to repeat pronouncing the word correctly.’

‘Before watching the video and pronounce the words based on the video. The teacher explained the instruction clearly whether the students had to spell every the word based on the video and also give an example. Then, the teacher asked some students to pronounce and spell the words correctly. The teacher said that the students, who did not get turn to pronounce and spell, got turn to give an example. ‘

‘The students spent about 5 minutes to watch the video three times and discussed the task in pairs. After that the teacher asked them to pronounce the word one by one. There were some students could also spell the word correctly. Then, the teacher started discussing the example by asking the students one by one. Almost of the students gave a good example and correctly.’

‘When the students pronounced and spelt a certain word based on the video, the teacher always corrected their pronunciation. Related to the pronouncing and spelling the words based on the video, the teacher always gave responses or feedback on the students’ pronunciation and spelling and also asked them to give an example.’

‘The students built interaction with their friends by discussion the task based on the video. The teacher and the students could build communication by doing short discussion related to the task.’

The students spent about 5 minutes to find answers all the questions individually. Before discussed the questions, the teacher asked some students to act the dialogue in front of the class. The teacher said that the students, who did not get turn to act it out, got turn to answer the questions. After that the teacher asked them to act it out in pairs. There were 4 pairs to act the dialogue. When the students acted the dialogue, the teacher always corrected their pronunciation. The students build interaction with their friends by doing a dialogue. Before the teacher discussed the answers of the questions, he asked to the students what the dialogue about. Almost of the students could answer the question although in the different sentences. Then, the teacher started discussed the questions by asking the students one by one. Almost of the students answered it correctly. The teacher and the students could build communication by doing short discussion. Related to the answering questions based on the dialogue, the teacher always gave responses or feedback for the students’ work. After the teacher students finish doing all the activity, the teacher asked the students opinion about the dialogue. Almost of the students gave positive comment, that the dialogue was interesting and simple. However there were some students who suggested adding a picture. The picture could make it more interesting. The students also said that pictures could help them to guess the content of the dialogue. After all the activity in task 3 was finish, they moved to the language focus.

The teacher then asked them moved to the task 4. 'Before the students started to answer the questions the teacher gives the example to the students how to answer the question by watching the video. The teacher always asked them how to pronounce each word correctly and give the explanation how to do the Task. Almost all the students gave correct answers and they enjoyed the Task.'

'After all the students finished answering the questions, the teacher asked them whether the video was clear or not. Almost of the students said that it was unclear but the question very clear. '

'The students started to complete the task by watching the video carefully. The students started to complete the task by watching the video carefully. Then they answered all the questions individually. The students asked the teacher if there was any difficulties. Here, the teacher gave explanation clearly. They were really enjoy doing the Task.'

'The students started to complete the task 4 based on the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends or the teacher if they got some difficulties. '

'The teacher moved around the class to see the students' work. He helped the students who could not do it and gave explanation.'

'The teacher asked the students to give the reason of their answer. The teacher built discussion.'

The students then continue to do the task 5. "The students got a chance to mention many animals based on the alphabet/the capital letter by watching the video. The students could mention others animals related to the capital letters."

'When the students started to do Task 5, many students asked the teacher what the video was about. Then, the teacher told it to the students. Some students said that it should be louder voice to make it clear.'

Relating to Task 5, watch the video and find the names of the animals by using the capital below should be added by spelling individually and mentioning other animals based on the capital letter. So, the students will follow the teaching and learning process actively and the teaching and learning process more interesting.

After the teacher was sure that all the students had finished and were ready to answer, he asked some students to mention their answer on their desk one by one. While the students mentioned the answers, the other students paid attention.



Every student finished the Task individually. They also did not spend much time to find the answers. It was because the Task easy enough and the students enjoyed doing the Task.

The teacher moved around the class when they worked the Task based on the video individually. The teacher gave feedback and comment about the students' work. He always corrected their mistakes.

The students mentioned the answer individually while watched the video carefully. The students built communication each other by correcting their friends' answers.

The students then played the game on task 6. The teacher asked them to work with their partner. The students watched the video to finish the Task. After watching the video, the students had to discuss the physical appearance of an animal. Here, the students work with their partner or table mate. In doing the Task, each pairs had to describe a certain animal. They had interacted with one another. They built communication with their partner.

Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They could do it well.

All the students worked in their pairs. All of them worked together to finish the Task. All pairs finished the Task well. Every pairs had to describe animal physical appearances based on the video which was played by the teacher. The students looked enjoyable doing the Task. Working in pairs made them learn to cooperate with each other.

The teacher explained the instruction clearly. During the time when the students watched the video, the teacher guided them and gave support. The teacher also maintained the time.

The learner finished the Task and the teacher just guided by playing the video thirdly. All the activity was done by the students. They could communicate actively through doing the Task in pairs.

Before continue to the next tasks the teacher had a chit-chat for a minute with the students. The teacher asked their opinion about the Task. The teacher did it to refresh their mind. So, they would not be too tired doing the tasks.

A student described her favorite animal based on the video randomly. She described in some sentences or one sentence as the representative of the group by choosing the words in the box given. The other also asked some questions to her. It was done until all the groups got the turn.

The teacher asked the students to read the instruction and the example first. Then, the teacher asked some students to explain the instruction and explained how to finish the Task. The students could do it well.

There was a student who described her/his favorite animal in the video. The other students were enthusiastic to get the turn as the representative of their group to describe her/his favourite animal too. The Task ended after the all the group got the turn.

The students described a certain animal based on the video by using the words on the box 3 or 4 sentences. Almost of the students got difficulties in arranging the words to describe their favorite animals. Some students described the same animal.

The teacher gave an example of how to finish the task while he was playing the video twice. The teacher described his favorite animal as the example while the students gave more attention. The teacher participated, gave the explanation smoothly and also guided the students in finishing the Task.

There was a student who described her favorite animal. The other groups were enthusiastic to get the next turn and describe their favourite animals' characteristics based on the video. All the activities were done by the students. They could improve and increase their understanding related to descriptive text through this Task smoothly.

The class was end at 10.35 a.m. The teacher did not forget to say good bye. "Ok class, thanks for your attendance. Goodbye," said the teacher. "Bye, sir," said the students.

Saturday, February 15<sup>th</sup>, 2010

The teacher entered the class and greeted them. The teacher then asked the students to do the task 8. The teacher explained the task to the students. The teacher asked them to find the answers individually. The teacher moved around the class to check the students' work. The teacher asked the students to answer the question in the Task 8 directly. The students then tried to answer it one by one.'

The students then delivered the answers of the questions after the teacher asked them one by one randomly. The answers related to the next Task. All the students could answer the question correctly although some of them use Indonesian.

The students finished the answers well. Moreover, the teacher asked the students to deliver the answer directly and orally. The students did it well. There were about 7 students who delivered their answers.

The students discussed the answers in pairs before they started to deliver the answer directly. Then, the teacher asked them to deliver the answers one by one. Finally, they also delivered the answers by themselves.

After the students delivered the answers, the teacher gave comment to the answers. The teacher also corrected their pronunciation and also their grammatical sentences. The students discussed the answers in pairs then they also discussed with the teacher. The teacher then asked the other students to give opinions.

The teacher asked the students to answer the questions with their partner (by watching the video carefully). The students watched the video three times to understand the video well. The teaching and learning process were running smoothly.

The students answered the questions with their partner while they were watching the video carefully. Here, they could complete all the questions that were given smoothly.

The students, who asked to deliver the answers, did it well. All of them focused on the video, because video was something new for them. So that they were so excited.

The students started to answer the questions by discussing in pairs then they had to answer the question one by one individually according to the teacher's instruction. The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers. Finally, the questions could be finished smoothly and all the students enjoyed the teaching and learning process.

The teacher explained how to do the Task, asked the students to watch the video carefully, moved around the class to check and helped the students finishing the Task. The teacher then gave feedback to the students' works/answer.

The teacher discussed the answered with the students. Some students were asked to give an explanation about the answers.

The students paid attention to the video and complete the monologue of Task 10 by using the words in the box. The students could practice their listening, speaking ability there (Task 10).

Before starting to do the Task, the teacher asked the students to pay attention to the next Task (Task 10). Then the students did the Task while they were watching the video. The students answered the questions in turn, one by one. The students were doing the Task well and the teaching and learning process ran smoothly. In the end of the Task the teacher gave feedback to the students.

The students were doing the Task enthusiastically. Some of the pairs who were asked to answer the questions based on the video did it well. There were no pairs that did not want to do it.

Task 11, the students discussed with their partner to do the task based on the video and matched the sentences in the box with the paragraph. The students filled the blank sentences with their partner.

The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they answered the questions.

While entering Task 11, some students looked confused with the instruction. Some of them asked the teacher what they should do with the Task. The students watched the video, and then discuss the animal's physical characteristics in the video. Some of the students moved around the class to finish the Task. They did it happily.

The students did the Task in pairs. Some students tried to do the Task by moving around the class. They moved around the class to look at their friends work. They did the task based on the video and the instruction. However, some students in every group just sat down and had a joke with their friends.

The teacher moved around the class to see the students doing the Task. When there were students who looked confused or got difficulties, he helped them. The students asked the teacher if they had any difficulties. They did the Task until they could find all the animals physical characteristics one by one while they was watching the video. They did it smoothly.

Task 12, the teacher asked the students to use the grammar focus, present tense in their description correctly. Some of the students could do it well. Choosing one of the animals in the video then describe its physical characteristics orally could help the students to improve their speaking skill.

The students used grammar focus in making a good paragraph by choosing their favourite animal in the video. The grammar focus was taught by the teacher in the class. The students retold (delivered) their description in front of the class. The students did it well and they were enthusiastic.

The students started to make the paragraph. Then they delivered it. The students did the activity individually. The teacher moved around the class to check the students' work. The teacher also corrected their work after others students told their description in a paragraph.

There was a student who gave comments and opinions to her friend's paragraph (work). The students could also practice their speaking skill and build their confidence.

Task 13, the teacher was chosen one of the group and students delivered the content of the video standing. The students did it based on the grammar that had been taught and the video played. The students could do it well without any text.

The teacher asked the students whether the instruction and the video were clear or not. The students said that they were clear. The students retold the content of the video well. All the groups who were asked to retell did it well.

Every group finished the task with their group member. The students could discuss and interact with their group members to retell the content of the video.

The teacher moved around the class when they worked in a group. The teacher helped the students who got difficulties. He always corrected their mistakes.

Before close the class the teacher gave homework. The teacher asked them to do the homework and present it in the next meeting. The teacher explained what they needed to do.

The class was ended at 9.00 a.m. The teacher said good bye and leave the class.

### Field note 3

Thursday, February 17<sup>th</sup>, 2010

The class began at 8. 20 a.m. The students delivered the information (monologue) by standing up in the class. Every member in the group got turns in delivering the information (monologue). The students did it without any text.

The students delivered the information (monologue) in the class by standing up. Every member in the group got turns in delivering the information (monologue). The students did it without any text.

The students delivered the information in the class by standing up. Almost all the members in every group participated in the class. There were some students in some groups that just kept silent.

One group finished delivering information. Then, the teacher gave comment and revised some mistakes. The students delivered the information by standing up. Every member in a group got the chance to speak.

Task 15, the students delivered their descriptive text in front of the class. They delivered their description without any text. They did it well. The teacher asked the students what the task was about. The students could explain the Task well and know what they should do. The students could deliver their works well

All of the students who were asked to deliver the descriptive text did it well. There was no student that did not want to do it. Every student got the turn to speak. The student had roles in the class.

When the students practiced and prepared it, the teacher moved around the class and checked the students' description. The teacher gave correction and explanation to the students. The teacher also helped some students to pronounce the words correctly.

The students could communicate with their friends in front of the class by presenting their description. The students practiced speaking individually.

The teacher closed the class at 9.00 a.m. He never forgot to say good bye and thanks for their participant.

#### Field note 4

Saturday, February 20<sup>th</sup> 2010

The class began at 8. 20a.m. Task 16, the students delivered the information that they had got in front of the class. The students did it without any text. Then the teacher asked some students to explain what they should do. The students still needed the teacher's explanation.

The teacher asked the students to submit the report. All the students submitted it. Then, the teacher asked the students one by one to deliver the report in front of the class. All the students could do it well.

The teacher asked the students to submit the report. All the students submitted it. The students delivered the report individually. The teacher then gave feedback and comment on the students' work after they delivered their work. The teacher also corrected the students' pronunciation and their hands' writing.

The students practiced their speaking by delivering the information in form of descriptive text. The teacher and some students were also active to ask questions to the students who delivered their description.

The teacher closed the class at 10.35 a.m. He never forgot to say good bye and thanks for their participant.

## **FIELD NOTES – UNIT 1 TRY OUT 2**



## Field note 5

Monday, February 22<sup>nd</sup>, 2010

The class started at 10.35a.m. The teacher entered the class and invited the students to pray together. The teacher then gave the tasks hand out to the students. The teacher explained to them that for several meetings they would use the new Tasks. The teacher then began to explain the Tasks. The teacher started by giving simple question to the students about the content in the unit. The teacher asked on based on the title. The students then gave responses and they did it correctly.

The teacher moved to the task 1. The teacher explained what the task about and read the instruction. The students mentioned and pronounced the words they like and do not like after watching the video. The words were mentioned, the names of the part of the students' face. After the teacher believed that they had pronounced well the teacher always said "ok, good" or "well done".

The students pronounced all the words well. They could mention at least 5 words presented by watching the video that was played by the teacher twice.

The students watched the video, repeated some difficult words after the teacher and then mentioned some colour they liked and did not like. All the students tried to do the Task well by looked at the video.

The class work ran well. The teacher played the the video to give the example how to pronounce the words, and then all the students repeated them. Moreover, the students mentioned some colour they like and did not like in pairs.

The teacher played the video twice and pronounced some of the words clearly and repeated some words until the students pronounced the words well.

All the students pronounced the words and some of them mentioned the colour they like and did not like. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the hand out.

The teacher then continued to the task 2. Task 2, the students who were asked to answer the question did it well. All of the students gave explanation to their answer by giving the example.

There were no students that were confused about the video and the instruction. When the teacher discussed the Task with the students, they could finish the Task and gave the example. The students also asked the teacher if they had any difficulties related to the input.

The instruction should be clear. I mean when they had to do the Task in pairs and individually. For example this Task you could discuss the answers in pairs however you had to make the example individually.

After all the students finished discussing the answers, the teacher asked them to deliver the answers individually. All the students who were asked to answer could do it well.

The students gave the example of the Task individually. They practiced speaking by themselves. The students could do it well.

After a student delivered the answer, the teacher gave a feedback. The teacher gave comments or revised the student's mistake.

The students pronounced and delivered their answers individually. It could help them to practice their micro skill. The students also gave comment to their friends' answer.

After that, the teacher asked the students to read the instruction on task 3 and explained what the task is about. Task 3, the teacher asked the students to pronounce every word in Task. Almost of the students could do it correctly. Then, they gave the example.

The students used the information in the video to read the phonetic symbols correctly. The students could find the example how to pronounce a certain word in the video. The instruction was also clear because the students knew directly what the Task about.

The students who were asked to pronounce a word individually did it well. After that the students gave an example in every word.

The students pronounced every word and made an example in every word individually. Then, some of them also discussed the example with their partner. After that the teacher gave comment or feedback one by one.

The teacher then gave feedback to the students' pronunciation and examples. The teacher never forgot to revise the students' pronunciation one by one.

There was a student who gave comment and opinion to her friend's pronunciation and examples. The students could also practice their micro skill, speaking skill and build their confidence.

The teacher then asked the students to do the task 4. The students started to do the task. The teacher always asked the students to watch the video carefully. The students could explain it well and correctly. Before the students started to answer the questions the teacher gave the example to the students how to answer the question by

watching the video. The teacher always also asked them how to pronounce each word correctly and give the explanation how to do the Task. Almost all the students gave correct answers and they enjoyed the Task.

The students were watching the video to finish the Task. After all the students finished answering the questions, the teacher asked them whether the video was clear or not. Almost of the students said that it was clear and the question very clear.

The students could finish completing all the questions. The students started to complete the task by watching the video carefully. Then they answered all the questions individually. The students asked the teacher if there was any difficulties. Here, the teacher gave explanation clearly. They were really enjoy doing the Task.

The students had to finish the Task individually. The students started to complete the task 4 based on the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. After that, the teacher and the students discussed the answers together. The teacher always asked the students to give reasons why they chose the answers.

The teacher moved around the class to see the students' work. He helped the students who could not do it and gave explanation.

The teacher always asked the students to give reasons why they chose the answers. The teachers built a discussion.

After the task 4 finished to be discussed, the teacher asked them to move to the task 5. The teacher explained to the students about the task. The students got a chance to mention many animals based on the alphabet/the capital letter by watching the video. The students could mention others animals related to the capital letters.

When the students started to do Task 5, many students asked the teacher what the video was about. Then, the teacher told what the video about to the students. After that, the teacher asked the students about the Task related to the instruction. The students answered it correctly but in different sentences. Then, the teacher asked them to do the Task while they were watching the video.

The students did the Task well. After the teacher was sure that all the students had finished and were ready to answer, he asked some students to mention their answer on their desk one by one. While the students mentioned the answers, the other students paid attention. All the students who were asked to mention their words did it well.

Every student finished the Tasks individually. They also did not spend much time to find the words related to the animals. The students could discuss and interact with their friends and their teacher in mentioning the words.

The teacher moved around the class when they were working individually. The teacher gave feedback and comments on the students' work. He always corrected their mistakes.

The students got the chance to mention the answer individually while watched the video carefully. The students built communication each other by correcting their friends' answers. Here, the students practiced their micro skills, pronunciation and spelling. The students did the Task well.

Then, the teacher asked them to pay attention to the task 6. Before explained the instruction, the teacher asked to the students to read the instruction. Then, he asked some of them to explain what the instruction about. They could do it well. The students started to do the task.

The students asked and communicated to their friends to finish the Task. They did the Task while watching the video in the class.

Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They could do it well. After that they started to watch the video while they discussed the Task.

All the students worked in pairs. All of them did not need to move around the class to finish the Task.

There were two students in doing the Task. The students did their role well. All of the students finally could finish the Task and delivered the result.

The teacher moved around the class when the students did the Task. The teacher watched and guided them.

The learners watched the video while they were discussing with their partners and the teacher just guided while he was playing the video. All the activities were done by the students. They could be communicating actively through the Task.

Task 7, the students described their favorite animals based on the video randomly. One of them described in some sentences or one sentence as the representative of the group by choosing the words in the box given. The other also asked some questions to her. It was done until all the groups got the turn.

The teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They explained it well and did the Task well.

There was a student who described her/his favorite animal in the video. The other students were enthusiastic to get the turn as the representative of their group to

describe her/his favorite animal too. The Task ended after the all the group got the turn.

Their group members were the students nearest them. The students worked together to find and described animals' characteristics by watching the video. They could do Task 7.

The teacher gave examples of how to do the Task. 'The teacher gave an example of how to finish the task while he was playing the video twice. The teacher described his favorite animal as the example while the students gave more attention. The teacher participated, gave the explanation smoothly and also guided the students in finishing the Task.

The students did the Task together. All the activities were done by the students. They could improve their understanding related to descriptive text through this Task. There was a group who described her favorite animal's characteristics. The other groups were enthusiastic to get the next turn and describe her/his favorite animal based on the video. All the activities were done by the students.

After the teacher explained the Task's instruction, he asked the students to answer the question directly. Almost of the students could answer all the questions correctly.

The students used their own way to answer the questions. The students could deliver their answer in Task 8 individually.

The students who were asked to deliver the answers did it well. After that the other students were asked to answer directly and undividually.

The students finished answering all the questions individually. They delivered the answers by themselves. After that the students got feedback from the teacher.

The teacher then gave feedback to the students' answers. The teacher never forgot to revise the students' pronunciation.

There was a student who gave comments and opinions to her friend's answer. The student could also practice her speaking skill and build her confidence.

The teacher then closed the class at 12.10. The teacher left the class.

## Field note 6

Thursday, February 25<sup>th</sup>, 2010

The class started at 09.55 a.m. The teacher entered the class and greeted the students. The teacher asked the one of the students to lead to pray.

The teacher discussed the answers with the students. The teacher also asked the reason why they chose the answers. The students then explained it and they did it correctly.

The students answered all the questions based on the video which was given by teacher. The students could do it well.

The students could finish answering all the questions quickly. Then they discussed the answers together. After that there were some students who gave comment for the others answer.

The students started to answer all the questions based on the video that the teacher was played three times in pairs. The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers.

The teacher explained what the task was about and played the video three times. The teacher then gave feedback and comment to the students' work.

The teacher discussed the answers with the students. Some students were asked to give an explanation about the answers.

Task 10, the students discuss and express the answer orally. They could practice their speaking ability there.

The teacher asked to the students what the task was about. The students could explain the Task well and know what they should do. The students could do the Task well.

All of the students who were asked to answers the questions orally did it well. There was no student did not want to do it.

All of the students who were asked to express their answer orally did it well. All the students discussed and practiced it with their partner before doing it directly.

While the students were preparing to answer the orally by themselves, the teacher moved around to check the the students' works. The teacher gave some corrections before they performed in the class.

All the students discussed and practiced with their partner before answering orally. They could practice their speaking ability there.

Task 11, the students did the Task related to the descriptive text especially in describing animals. The students watched the video while they were finding the physical characteristics of a certain animal as same as the examples given. They did it well.

As the students were doing previous Task, the teacher asked to the students to read the instruction. Then, he asked some of them to explain what the instruction was about. They explained it well.

The students discussed the physical characteristics that they got with their partners. Some of the students moved around the class to finish the Task. They did it happily.

The students finished the Task in pairs. Every student got chance to express their answer orally, so no one in the class that just kept silent and did not do anything.

The teacher moved around the class and guided them. He helped the students who got a difficulty.

The students discussed the Task with their friends by watching the video. They did it until finding all the physical characteristics.

Task 12, the teacher asked the students to stand in front of the class by describing an animal and the others students guesses it. Almost of the students could do it well and explain it correctly.

The students watched the video to describe a certain animal easily in front of the class orally. The students could describe a certain animal easily and the others students guess it. They had joy and fun in this Task.

The students described a certain animal in front of the class. The students did it well and they were pretty enthusiastic.

The students finished to prepare the description in pairs. They described a certain animal in front of the class. They did it well and did it in turn with their partner.

The teacher then gave feedback to the students' work. The teacher never forgot to correct the students' pronunciation.

There was a student who gave comment and opinion to her friend's description and also guessed the animal. The students could also practice their speaking skill and build their confidence.

The teacher then asked the students to do the task 13. One of the students in the group retold what the video about. All the group got the turn. The students could do it well.

The students were asked to retell what the video about and they could do it well. Before the students started to do the Task, the teacher asked them whether the instruction and the video were clear or not. The students said that all of them are clear.

The students retold the video about well. All the groups who were asked to retell did it well. Every student finished the task with their group. The students could discuss and interact with their group members to retell what the video about orally.

The teacher moved around the class when they worked in a group of four. The teacher helped the students who got difficulties. He always corrected their mistakes.'

The students could be active in the class. They got the chance to practice their speaking ability.

The teacher then asked the students to continue doing the task 14. The students expressed their mind or information related the clue of the table. Every member in the group got turns in expressing their mind or information directly although some of others members helped them. The students did it orally.

After all the groups had arranged, the teacher started to throw the ball and asked them to mention the things related to the animal in the vocabulary network. Every member in every group had to get the turn to speak. All the students could speak well and build interaction with their friends.

The teacher asked the students to make groups of 4. Every member in every group had to get turns to speak.

Every member of the groups played the Ballgame, the teacher also moved around to throw and check the groups' members who have not got the turn yet. The teacher also asked who have not got the turn yet. Here, the teacher helped the students if they got any difficulty.

All the students could speak well and build interaction with their friends. The students could be active in the class. They got the chance to practice their speaking ability.

The students were presenting descriptive text related to their favourite animal in front of the class. They tried to present their description without any text. They did it well.



The teacher asked to the students what the task was about in order to make sure whether the students understood the Task's instruction. The students could explain the Task well and know what they should do. The students could present their descriptive text well.

Every student in the class got the turn to speak. The student had to present their description individually.

When the students prepared to perform their description related to their favourite animal, the teacher moved around the class and checked the students' work. The teacher gave correction and explanation to the students who got any difficulty. The teacher also helped some students to pronounce the words correctly and arrange sentences.

The students could present their description in front of the class individually. Here, the students communicated with their friends when others students tried to give question related to the description. The students practiced speaking directly and independently.

At 11.15 a.m the teacher left the class. The teacher said good bye to the students. The students gave good responses.

## Field note 7

Monday, March 1<sup>st</sup>, 2010

The class started at 10.35 a.m. The teacher entered the class and greeted the students. The teacher leaded to pray. The teacher then asked the students about the homework. The students presented the special characteristics that they had got in form of descriptive text in front of the class. The students did it without any text.

Then the teacher asked some students to explain what they should do. The students could do it well although the teacher had to add some information to make the Task clear.

The teacher asked the students to submit the homework before they presented their description in front of the class. All the students submitted it. Then, the teacher asked the students one by one to presnt their homework in front of the class. All the students could do it well.

The teacher asked the students to submit the description before they started to present. All the students submitted it. The students described a ceetai animal they have found individually in front of the class.

The teacher then gave feedback and comment on the students' descriptions. The teacher also corrected the students' pronunciation.

The students practiced their speaking by presenting their homework in front of the class. The teacher and some students were also active to ask questions to the students who presented their homework individually.

The teacher then closed the class at 12.10.

## **FIELD NOTES – UNIT 2 TRY OUT 1**

Field note 8

Wednesday, 3<sup>rd</sup>, 2010

The class began at 08.20 a.m. The teacher entered the class and greeted the class. The teacher then told them that they would study a new topic. The teacher then distributed the papers to the students.

The teacher asked the students see the task 1. The teacher then explained what they would do in that task. The students mentioned and pronounced the words after watching the video. The words were mentioned, the names of the part of the students' face. After the teacher believed that they had pronounced well the teacher always said "ok, good" or "well done"

The students pronounced all the words well. They could mention at least 5 words mentioned by looking at their partner's face.

The students watched the video carefully, answered the question by mentioning the names of the part of students' partner's face. All the students tried to do the Task well by looking at their partner's face.

The class ran well and all the students did it happily. The teacher played the video to give the example how to pronounce the words and remind the vocabulary related to names of part face, and then all the students started to mention the names of parts of their friends face one by one.

The teacher played the video twice and asked the students to mention the names of the parts of their friends' faces and also asked them to pronounce some of the words clearly. The teacher sometimes asked them to repeat some words until the students pronounced the words well.

All the students pronounced the words in turn and in pairs. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the video again.

Task 2, the students needed for about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students one by one to answer the questions. All of them answered it well and follow the activity happily. They enjoyed and interested to the Task.

When one of the students answered the question in Task 2, she gave good answers for number one to three correctly.

After all the students finished discussing the answers, the teacher asked them to answer the task individually. All the students who wanted to answer could do it well.

All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.

After the student answered the Task, the teacher gave comment to the answer. The teacher also asked the other students for their opinions whether the answer correct or incorrect. When, the student made mistake in pronunciation he usually corrected it.

The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 3<sup>rd</sup> student was asked about her opinion. "Which one is correct?", asked the teacher. The teacher did it ones, after that he asked the answer one by one and asked them to pronounce the word correctly.

Task 3, before the teacher discussed how to use and pronounce the phonetic symbols. He asked to the students what the Task was about. Almost of the students tried to answer the question although they were in the different sentences and expression.

The teacher explained the instruction and what the task about. The teacher asked the students whether they understood the task about or not. The students gave respon that they understood it. They gave a good respon, so that the inputs were effective.

Before asked the students one by one to pronounce the words, the teacher asked them to watch the video carefully. The teacher asked some students to pronounce a certain word loudly. The teacher said that the students, who did not get turn to pronounce the words, would get turn to answer the task.

The studentneeded about 2 minutes to pronoun a certain word correctly. He could pronoun correctly by watching the video. Moreover, the teacher gave correction when the students were trying to pronoun the words one by one. After that the teacher asked the whole class to pronounce the difficult one, the word which was too difficult to pronounce like for example: the word 'fingernail'. Almost of the students could follow the task smoothly.

When the students started to repeat the video's pronunciation, the teacher always corrected their pronunciation. Related to the pronouncing the words correctly based on the video, the teacher also gave explanation related to the phonetic symbols. Then, he gave response or feedback on the students' pronunciation.

The students improve their micro skill by repeating after the video. They also learnt the phonetics symbols by paying attention to the teacher explanation. Although the students had to pronounce every word individually, they could be independent learners.

The teacher then asked the students to do the task 4. Task 4, before the students started to do the task, the teacher always explains what the task about. Then the teacher gave time to the students at watching the video three times carefully while they were writing the meaning of the words in the Task. Almost all the students gave correct answers in Task 4.

After all the students finished doing the Task individually, the teacher asked them whether the video and the instruction were clear or not. Almost of the students said that it was clear. However, some of them needed further explanation related to the instruction.

The students started to do the Task by watching the video first. Before the students gave their answers one by one the teacher asked them whether they need an example or not. The students said that they did not need it. After that, the teacher asked one by one to give their answers and sometimes also asked them to spell the words correctly.

The students started to finish the task individually while they were watching the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends if they got difficulty.

The teacher moved around the class to see the students' work. He helped the students who got confusing to do it and gave explanation.

The teacher asked the students to do the Task individually and sometimes the teachers asked them to spell the words correctly. The teacher also built discussion by asked other students whether their friend had correct answer or not.

The teacher then had a joke with the students before ended the class. At 09.00 a.m. the teacher left the class and say good bye to the students.

## Field note 9

Saturday, March 6<sup>th</sup>, 2010

The teacher entered the class and greeted the students. The teacher directly asked the students to prepare themselves doing task 5.

The students got a chance to play the game. Here, two of them were asked to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. By having this Task the studnets practiced their pronunciation, spelling, and increased their vocabilary mastery. The students played the game hapilly text.

When the students started to do Task 5, many students asked the teacher how many parts of the body they should mention and chose. Then, the teacher explained to them whether they had to mention five parts as the minimal requirement. Some students asked that it should complete with how to spell or not. And the teacher answered if I ask you, so you have.

After theteacher was sure that the studentspalyed the game correctly and pronounced every word correctly. He asked some students to perform. The students wanted to do that and other students paid attention. The other students sometimes gave correction.

Every student played the game happily. They could work together with their partner. Although, they sometimes laughted because they were shay to perform in front of the class. Here, they got free to choose their partner, so they did not spend much time to find he partner. It was because their partner was their table mate and some of them join with their soulmate.

The teacher stood in front of the class and sometimes moved around the class when they played the gmae in pairs. The teacher gave feedback and comment about the students' pronunciation and spelling. He always corrected their mistakes and he also asked some of the students to give correction.

The students performed the game in pairs. The students build interaction by standing up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned.

Task 6, the students worked in pairs to finish the game. Every student had to answer the Task if the teacher asked him/her. They had interacted with one another. They built communication with their friends.

Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about and also asked them to watch the video carefully. They could do it well.

All the students worked in pairs happily at working in pairs and watching the video carefully. Then, they discussed and answered the questions. Some of them moved around the class to finish the game.

All students did the Task smoothly. Every student looked enthusiastic in doing the Task. So they had roles in the Task by discussing with their friends. The students also looked enjoyable doing the Task 6. Working in pairs made them learn to cooperate with each other.

The teacher explained the instruction clearly. During the time when the students watched the video the teacher guided them how to do the Task and gave support. The teacher also maintained the time.

The learner did the Task with their partner and the teacher just guided while he was playing the video. All the activity was done by the students. They could be communicating actively through doing the Task.

Task 7, the student watched the video and answered the questions followed. They had to do the Task individually. One of them was asked by the teacher to answer one of the question orally. Fortunately, he could answer the question correctly. Then, the teacher asked other students one by one. All the questions were done smoothly.

The teacher asked the students to read the instruction first before they started doing the Task. Then, the teacher asked some students to explain it and explained how to do the Task. Unfortunately, some of them still asked the teacher whether they should do the Task individually or in pairs. The students could do it well.

There was a student who was asked by the teacher to answer the question number one. She could answer it although some of them also gave their answer. Here, some of other students always gave their answer when the teacher asked one of them. So, they were really enthusiastic to answer all the questions based on the video orally. The Task was ended after some of them could answer the questions.

The students did the Task individually and they answered the questions orally based on the video that was played by the teacher. Although they answered the Task directly, they could do it well. Almost of the students did not get difficulties in answering the questions. Some students still needed some guidance from the teacher at arranging the sentence.



The teacher gave an example of how to arrange a sentence. The teacher answered number one as the example. During the Task 7 the teacher participated and also guided the students in finishing the Task in order the students did not get any difficulty.

There was a student who needed the teacher's help at arranging the sentences. The other students were enthusiastic to get the next turn, some of them always gave their answer although the teacher did not asked them to answer. All the activities were done by the students. They could practice their macro skill, speaking by answering the Task orally.

Task 8, the teacher asked the students to find the reason why they answered "True or False". All the statements could be found in the video whether they true or false. The students then gave the reason correctly based on the video.

The students gave the reason while they were answering the Task. They answer the question individually based on the video. They could find the answers by watching the video three times. All the students could find the answers correctly.

The students delivered the answers well. Although, they sometimes needed the teacher's help to arrange the reason. The teacher then asked the students to arrange every sentence correctly. The students did it well one by one. There were about 6 students who gave their answers and reasons.

The students finished answering all the questions individually. Then they also delivered the answers and the reasons by themselves. Here, the teacher also helped them to arrange the sentences. After that the students had to arranged the sentences correctly by themselves.

After the students delivered the answers and the reasons, the teacher gave comment and feedback to the answers and the reasons. The teacher also corrected their pronunciation.

The students discussed the answers with the teacher by giving the reason related to the statements. The teacher then asked the other students to give opinions.

Task 9, the teacher asked the students to watch the video carefully and discuss it with their partner. Here, the students had to answer the questions based on the video. The students, who were asked to give their answers, did it well and correctly.

The teacher asked the students to watch the video carefully and discuss it with their partner. Here, the students had to answer the questions based on the video. The students, who were asked to give their answers, did it well and correctly.

The students, who asked to deliver the answers, did it well. They also discussed the answers with their partners first. There were no students who refused to give their answer orally. Here, they could also practice their speaking ability.

The students started to answer all the questions when they were watching the video. They did the Task in pairs happily. Both of them did the Task cooperatively. By doing the Task the students could also practice to communicate with their friend. So, it would improve their speaking ability. The teacher discussed the answered with the other students. Some students were asked to give an explanation about the answers.

The teacher moved around the class to check and helped the students at finishing the Task. The teacher then explained how the task was done. Here, the teacher did not only check the students' work but also gave such of feedback.

The teacher discussed the answered with the students. Some students were asked to give an explanation about the answers related to the video was given.

After then the teacher closed the class. The teacher left the class and said good bye to the students.

Field note 10

Monday, March 8<sup>th</sup>, 2010

The teacher entered the class and greeted the students. The teacher directly asked the students to prepare themselves doing task 10.

Before explaining the instruction and the questions that were presented, the teacher asked them to explain whether they understood to the instruction and the questions. Some of the students explained it well and correctly.

All of the groups who were asked to present their description did it well. There were no students that did not want to do it or refused it.

The students discussed with their teacher if they got any difficulty in arranging the sentences. After they finished doing the Task, the students had to present their description individually. They also presented orally. The students performed the description happily.

The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they performed their description related to describing people.

Task 11, during the game the students used some characteristics in the Task 10 that had been taught before. The students did the game well.

Before playing the game, some students looked confused with the instruction. Some of them asked the teacher what they should do to the Task.

One of the students started to describe one of their friend's faces in front of the class. Here, they also gave more than three description in order to make the other friends easier to guess. Then others studnets tried to guess whose face in turn by raising their hands to get the turn. Some of the students moved around the class to be nearer so that they would got the turn immadiatedly. They could finish the game happily because they would laugh together when one of them could guess it, they though it was really funny. They also did it smoothly.

There were a few of them told to the teacher whether the Task was to difficult if they had to describe by themselves. However, almost the students enjoyed doing the Task, they did the Task happily. Even, some of them moved around the class to do the game based on the instruction.

The teacher sometimes moved around the class to see the students were playing the game and pointed a certain student to guess the description. When there were students who looked confused or got difficulties, he helped them.

The students asked their friend to describe the description clearly. The other students tried to guess the description in turn one by one. They did it until they found someone who was described by their friend.

Task 12, the teacher asked one of the students to describe one of their classmates in front of the class and the other students had to guess it one by one in turn. Here, the student could also practice using grammar, present tense that had been taught. Almost of the students could do it well and explain it correctly. Although, the teacher sometimes had to help them in arranging the sentence.

The students could directly understand and practice their speaking skill after reading the instruction. They did the Task happily. They sometime moved around the class to get the turn to answer quickly.

The students described one of their classmates in front of the class and the other students had to guess the description. The students did it well and they were enthusiastic.

The students started to describe their classmate after they had read the instruction. Only some of the students practiced it. Then, other students guess the description one by one after the teacher asked them to guess. The students described their classmate individually.

The teacher stood in front of the class to pay attention to the student's description and correct her/him. Sometimes, he moved around the class to make the other students active and to ask one of them to guess the description. The teacher also corrected their pronunciation and sentences' arrangement.

There was a student who tried to guess the description more than three times. She mentioned some of their friend and other students laughed. Here, the students could also practice their speaking skill and build their confidence.

After then the teacher closed the class. The teacher left the class and said good bye to the students.

## Field note 11

Saturday, March 10<sup>th</sup>, 2010

The teacher entered the class and greeted the students. The teacher directly asked the students to prepare themselves doing task 13.

The students performed their description in front of the class individually. The students did it based on the grammar that had been taught. The students could do it well without any text

The teacher asked the students whether the instruction was clear or not. The students said that it was clear and easy to understand.

The students presented their description in front of the class well by bringing the picture. All the students who were asked to present their description did it well.

Every student finished the task individually at home. The students could discuss and interact with their friends at home to make a good description.

The teacher moved around the class while he was checking the students work. The teacher helped the students who got difficulties. He always corrected their mistakes

After then the teacher closed the class. The teacher left the class and said good bye to the students.

## **FIELD NOTES – UNIT 2 TRY OUT 2**

Field note 12

Thursday, March 11<sup>th</sup> 2010

The teacher entered the class at 09.55 a.m. The teacher greeted the students. The teacher then gave a handout paper to the students. The teacher asked the students to look at task 1. The students mentioned and pronounced the words after watching the video. The words were mentioned, the names of the part of the students' face. After the teacher believed that they had pronounced well the teacher always said "ok, good" or "well done."

The students pronounced all the words well. They could mention at least 5 words mentioned by looking at their partner's face.

The students watched the video carefully, answered the question by mentioning the names of the part of students' partner's face. All the students tried to do the Task well by looking at their partner's face.

The class ran well and all the students did it happily. The teacher played the video to give the example how to pronounce the words and remind the vocabulary related to names of part face, and then all the students started to mention the names of parts of their friends face one by one.

The teacher played the video twice and asked the students to mention the names of the parts of their friends' faces and also asked them to pronounce some of the words clearly. The teacher sometimes asked them to repeat some words until the students pronounced the words well.

All the students pronounced the words in turn and in pairs. There were no students that kept silent. The teacher also asked them to mention at least 5 words without looking at the video again.

Task 1, the students needed for about 5 minutes to discuss the questions with their friends. Then, the teacher asked some students one by one to answer the questions. All of them answered it well and follow the activity happily. They enjoyed and interested to the Task.

When one of the students answered the question in Task 2, she gave good answers for number one to three correctly

After all the students finished discussing the answers, the teacher asked them to answer the task individually. All the students who wanted to answer could do it well.

All the students used the time well to discuss with their table mate. After 3 minutes the teacher asked the students one by one to answer the question. Through discussion they could get the answer easily.

After the student answered the Task, the teacher gave comment to the answer. The teacher also asked the other students for their opinions whether the answer correct or incorrect. When, the student made mistake in pronunciation he usually corrected it.

The teacher asked the 1<sup>st</sup> student to answer question no 1. Then, the teacher also asked the 2<sup>nd</sup> student to give the answer of the same number. After the teacher got 2 answers of the same question, the 20th student was asked about her opinion. "Which one is correct?", asked the teacher. The teacher did it ones, after that he asked the answer one by one and asked them to pronounce the word correctly.

Task 3, before the teacher discussed how to use and pronounce the phonetic symbols. He asked to the students what the Task was about. Almost of the students tried to answer the question although they were in the different sentences and expression.

The teacher explained the instruction and what the task about. The teacher asked the students whether they understood the task about or not. The students gave respon that they understood it. They gave a good respon, so that the inputs were effective.

Before asked the students one by one to pronounce the words, the teacher asked them to watch the video carefully. The teacher asked some students to pronounce a certain word loudly. The teacher said that the students, who did not get turn to pronounce the words, would get turn to answer the task.

The student needed about 2 minutes to pronoun a certain word correctly. He could pronoun correctly by watching the video. Moreover, the teacher gave correction when the students were trying to pronoun the words one by one. After that the teacher asked the whole class to pronounce the difficult one, the word which was too difficult to pronounce like for example: the word 'fingernail'. Almost of the students could follow the task smoothly.

When the students started to repeat the video's pronunciation, the teacher always corrected their pronunciation. Related to the pronouncing the words correctly based on the video, the teacher also gave explanation related to the phonetic symbols. Then, he gave response or feedback on the students' pronunciation.

The students improve their micro skill by repeating after the video. The also learnt the phonetics symbols by paying attention to the teacher explanation. Although



the students had to pronounce every word individually, they could be independent learners.

Task 4, before the students started to do the task, the teacher always explains what the task about. Then the teacher gave time to the students at watching the video three times carefully while they were writing the meaning of the words in the Task. Almost all the students gave correct answers in Task 4.

After all the students finished doing the Task individually, the teacher asked them whether the video and the instruction were clear or not. Almost of the students said that it was clear. However, some of them needed further explanation related to the instruction.

The students started to do the Task by watching the video first. Before the students gave their answers one by one the teacher asked them whether they need an example or not. The students said that they did not need it. After that, the teacher asked one by one to give their answers and sometimes also asked them to spell the words correctly.

The students started to finish the task individually while they were watching the video. They tried to do it by themselves. Almost of the students finished it without asking their friends. However, there were some students who asked their friends if they got difficulty.

The teacher moved around the class to see the students' work. He helped the students who got confusing to do it and gave explanation.

The teacher asked the students to do the Task individually and sometimes the teachers asked them to spell the words correctly. The teacher also built discussion by asked other students whether their friend had correct answer or not.

After that, the teacher closed the class. The teacher left the class and said good bye to the students.

Field note 13

Saturday, March 13<sup>th</sup> 2010

The teacher entered the class, the teacher greeted the students. The students got a chance to play the game. Here, two of them were asked to stand up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned. By having this Task the students practiced their pronunciation, spelling, and increased their vocabulary mastery. The students played the game happily text.

When the students started to do Task 5, many students asked the teacher how many parts of the body they should mention and chose. Then, the teacher explained to them whether they had to mention five parts as the minimal requirement. Some students asked that it should complete with how to spell or not. And the teacher answered if I ask you, so you have.

After the teacher was sure that the students played the game correctly and pronounced every word correctly. He asked some students to perform. The students wanted to do that and other students paid attention. The other students sometimes gave correction.

Every student played the game happily. They could work together with their partner. Although, they sometimes laughed because they were shy to perform in front of the class. Here, they got free to choose their partner, so they did not spend much time to find their partner. It was because their partner was their table mate and some of them join with their soulmate.

The teacher stood in front of the class and sometimes moved around the class when they played the game in pairs. The teacher gave feedback and comment about the students' pronunciation and spelling. He always corrected their mistakes and he also asked some of the students to give correction.

The students performed the game in pairs. The students build interaction by standing up in front of the class. Then, one of them has to mention the parts of the body in English and other touches the part of the body that is mentioned.

Task 6, the students worked in pairs to finish the game. Every student had to answer the Task if the teacher asked him/her. They had interacted with one another. They built communication with their friends.

Before explaining the instruction, the teacher asked the students to read the instruction. Then, he asked some of them to explain what the instruction was about and also asked them to watch the video carefully. They could do it well.

All the students worked in pairs happily at working in pairs and watching the video carefully. Then, they discussed and answered the questions. Some of them moved around the class to finish the game.

All students did the Task smoothly. Every student looked enthusiastic in doing the Task. So they had roles in the Task by discussing with their friends. The students also looked enjoyable doing the Task 6. Working in pairs made them learn to cooperate with each other.

The teacher explained the instruction clearly. During the time when the students watched the video the teacher guided them how to do the Task and gave support. The teacher also maintained the time.

The learner did the Task with their partner and the teacher just guided while he was playing the video. All the activity was done by the students. They could be communicating actively through doing the Task.

Task 7, the student watched the video and answered the questions followed. They had to do the Task individually. One of them was asked by the teacher to answer one of the questions orally. Fortunately, he could answer the question correctly. Then, the teacher asked other students one by one. All the questions were done smoothly.

The teacher asked the students to read the instruction first before they started doing the Task. Then, the teacher asked some students to explain it and explained how to do the Task. Unfortunately, some of them still asked the teacher whether they should do the Task individually or in pairs. The students could do it well.

There was a student who was asked by the teacher to answer the question number one. She could answer it although some of them also gave their answer. Here, some of other students always gave their answer when the teacher asked one of them. So, they were really enthusiastic to answer all the questions based on the video orally. The Task was ended after some of them could answer the questions.

The students did the Task individually and they answered the questions orally based on the video that was played by the teacher. Although they answered the Task directly, they could do it well. Almost of the students did not get difficulties in answering the questions. Some students still needed some guidance from the teacher at arranging the sentence.

The teacher gave an example of how to arrange a sentence. The teacher answered number one as the example. During the Task 7 the teacher participated and

also guided the students in finishing the Task in order the students did not get any difficulty.

There was a student who needed the teacher's help at arranging the sentences. The other students were enthusiastic to get the next turn, some of them always gave their answer although the teacher did not ask them to answer. All the activities were done by the students. They could practice their macro skill, speaking by answering the Task orally.

Task 8, the students gave the reason while they were answering the Task. They answer the question individually based on the video. They could find the answers by watching the video three times. All the students could find the answers correctly.

The students delivered the answers well. Although, they sometimes needed the teacher's help to arrange the reason. The teacher then asked the students to arrange every sentence correctly. The students did it well one by one. There were about 6 students who gave their answers and reasons.

The students finished answering all the questions individually. Then they also delivered the answers and the reasons by themselves. Here, the teacher also helped them to arrange the sentences. After that the students had to arrange the sentences correctly by themselves.

After the students delivered the answers and the reasons, the teacher gave comment and feedback to the answers and the reasons. The teacher also corrected their pronunciation.

The students discussed the answers with the teacher by giving the reason related to the statements. The teacher then asked the other students to give opinions.

Task 9, the teacher asked the students to watch the video carefully and discuss it with their partner. Here, the students had to answer the questions based on the video. The students, who were asked to give their answers, did it well and correctly.

The students answered all the questions while they were watching the video carefully. They did the Task in pairs. By doing Task 9 they could increase their knowledge how to describe someone. The students could answer the question happily.

The students, who asked to deliver the answers, did it well. They also discussed the answers with their partners first. There were no students who refused to give their answer orally. Here, they could also practice their speaking ability.

The students started to answer all the questions when they were watching the video. They did the Task in pairs happily. Both of them did the Task cooperatively.

By doing the Task the students could also practice to communicate with their friend. So, it would improve their speaking ability. The teacher discussed the answered withthe other students. Some students were asked to give an explanation about the answers.

The teacher moved around the class to check and helped the students at finishingthe Task. The teacher then explained how the task was done. Here, the teacher did not only check the students' work but also gave such of feedback.

The teacher discussed the answered withthe students. Some students were asked to give an explanation about the answers related to the video was given.

After that, the teacher closed the class. The teacher left the class and said good bye to the students.

Field note 14

Saturday, March 15<sup>th</sup> 2010

The teacher entered the class, the teacher greeted the students. Some of the students performed their description without text. They could practice their speaking ability there.

Before explaining the instruction and the questions that were presented, the teacher asked them to explain whether they understood to the instruction and the questions. Some of the students explained it well and correctly.

All of the groups who were asked to present their description did it well. There were no students that did not want to do it or refused it.

The students discussed with their teacher if they got any difficulty in arranging the sentences. After they finished doing the Task, the students had to present their description individually. They also presented orally. The students performed the description happily.

The teacher explained what the students were supposed to do. The teacher moved around the class to check the students work. He gave comment and feedback after they performed their description related to describing people.

Task 11, during the game the students used some characteristics in the Task 10 that had been taught before. The students did the game well.

Before playing the game, some students looked confused with the instruction. Some of them asked the teacher what they should do to the Task.

One of the students started to describe one of their friend's faces in front of the class. Here, they also gave more than three description in order to make the other friends easier to guess. Then others students tried to guess whose face in turn by raising their hands to get the turn. Some of the students moved around the class to be nearer so that they would get the turn immediately. They could finish the game happily because they would laugh together when one of them could guess it, they thought it was really funny. They also did it smoothly.

There were a few of them told to the teacher whether the Task was too difficult if they had to describe by themselves. However, almost the students enjoyed doing the Task, they did the Task happily. Even, some of them moved around the class to do the game based on the instruction.

The teacher sometimes moved around the class to see the students were playing the game and pointed a certain student to guess the description. When there were students who looked confused or got difficulties, he helped them.

The students asked their friend to describe the description clearly. The other students tried to guess the description in turn one by one. They did it until they found someone who was described by their friend.

Task 12, the teacher asked one of the students to describe one of their classmates in front of the class and the other students had to guess it one by one in turn. Here, the student could also practice using grammar, present tense that had been taught. Almost of the students could do it well and explain it correctly. Although, the teacher sometimes had to help them in arranging the sentence.

The students could directly understand and practice their speaking skill after reading the instruction. They did the Task happily. They sometime moved around the class to get the turn to answer quickly.

The students described one of their classmates in front of the class and the other students had to guess the description. The students did it well and they were enthusiastic.

The students started to describe their classmate after they had read the instruction. Only some of the students practiced it. Then, other students guess the description one by one after the teacher asked them to guess. The students described their classmate individually.

The teacher stood in front of the class to pay attention to the student's description and correct her/him. Sometimes, he moved around the class to make the other students active and to ask one of them to guess the description. The teacher also corrected their pronunciation and sentences' arrangement

There was a student who tried to guess the description more than three times. She mentioned some of their friend and other students laughed. Here, the students could also practice their speaking skill and build their confidence

After that, the teacher closed the class. The teacher left the class and said good bye to the students.

Field note 15

Friday, March 19<sup>th</sup> 2010

The teacher entered the class, the teacher greeted the students. The students performed their description in front of the class individually. The students did it based on the grammar that had been taught. The students could do it well without any text.

The teacher asked the students whether the instruction was clear or not. The students said that it was clear and easy to understand.

The students presented their description in front of the class well by bringing the picture. All the students who were asked to present their description did it well.

Every student finished the task individually at home. The students could discuss and interact with their friends at home to make a good description.

The teacher moved around the class while he was checking the students work. The teacher helped the students who got difficulties. He always corrected their mistakes.

After that, the teacher closed the class. The teacher left the class and said good bye to the students.



### Angket Evaluasi Unit untuk Siswa

Pilihlah jawaban dengan menggunakan tanda (√) di dalam kolom yang telah tersedia. Angka dan tingkatan pendapat Anda di kategorikan sebagai berikut.

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

R : ragu-ragu

| N<br>O | PERTANYAAN                                                                                          | S<br>S | S | R | T<br>S | ST<br>S |
|--------|-----------------------------------------------------------------------------------------------------|--------|---|---|--------|---------|
| GOAL   |                                                                                                     |        |   |   |        |         |
| 1.     | Unit yang diujicobakan sesuai dengan tujuan pembelajaran bahasa Inggris kelas tujuh                 |        |   |   |        |         |
| 2.     | Unit yang diujicobakan sesuai dengan kemampuan saya.                                                |        |   |   |        |         |
| 3.     | Unit yang diujicobakan dapat meningkatkan kemampuan keterampilan mendengarkan berbicara saya.       |        |   |   |        |         |
| 4.     | Unit yang diujicobakan dapat mendukung keterampilan mendengarkan dan berbicara bahasa Inggris saya. |        |   |   |        |         |
| 5.     | Unit yang diujicobakan memberikan pengetahuan tentang deskriptif text.                              |        |   |   |        |         |
| INPUT  |                                                                                                     |        |   |   |        |         |
| 6.     | Input Unit sesuai dengan kemampuan dan topik yang seharusnya dipelajari.                            |        |   |   |        |         |
| 7.     | Topik yang ada menarik dan sesuai dengan kemampuan saya.                                            |        |   |   |        |         |
| 8.     | Unit sesuai dengan topik.                                                                           |        |   |   |        |         |
| 9.     | Input dalam Unit mudah dipahami.                                                                    |        |   |   |        |         |

|              |                                                                                                                |  |  |  |  |  |
|--------------|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|              |                                                                                                                |  |  |  |  |  |
| 10           | Input dalamUnitberagam.                                                                                        |  |  |  |  |  |
| 11           | Input yang adadalamUnitmenarik.                                                                                |  |  |  |  |  |
| 12           | Input dalamUnitmampumemotivasisayauntukbelajar.                                                                |  |  |  |  |  |
| TASK         |                                                                                                                |  |  |  |  |  |
| 13           | LatihandalamUnitmendorongsayaaktifberbicara.                                                                   |  |  |  |  |  |
| 14           | LatihandalmUnitmenarikdanberagam.                                                                              |  |  |  |  |  |
| 15           | LatihandalamUnitmenambahpemahamanseyadalampenggunaanba<br>hasainggrissecarabenar.                              |  |  |  |  |  |
| 16           | LatihandalamUnitmemberikansayakesempatanuntukmempraktika<br>nfungsibahasa yang disampaikansebelumnya.          |  |  |  |  |  |
| ACTIVITY     |                                                                                                                |  |  |  |  |  |
| 17           | KegiatandalamUnitberagam.                                                                                      |  |  |  |  |  |
| 18           | KegiatandalamUnitdapatmengasahkemampuansayadalamketeram<br>pilan mendengarkan dan berbicara.                   |  |  |  |  |  |
| 19           | KegiatandalamUnitkomunikatifsehinggamembuatsayaikutaktifdal<br>ampembelajara.                                  |  |  |  |  |  |
| SETTING      |                                                                                                                |  |  |  |  |  |
| 20           | Unit yang diujicobakanberisilatihan yang<br>memberikesempatanuntukbelajarsecaraberkelompokatauberpasan<br>gan. |  |  |  |  |  |
| 21           | Unit yang diujicobakanbeisilatihan yang<br>memberisayakesempatanbelajarmandiri.                                |  |  |  |  |  |
| 22           | LatihandalamUnittersusundari yang mudahkesulit                                                                 |  |  |  |  |  |
| TEACHER ROLE |                                                                                                                |  |  |  |  |  |
| 23           | Unit yang                                                                                                      |  |  |  |  |  |

|              |                                                                            |  |  |  |  |  |
|--------------|----------------------------------------------------------------------------|--|--|--|--|--|
| .            | diujicobakanmembuatsayadapataktifberkomunikasidengan guru.                 |  |  |  |  |  |
| 24           | Unit yang diujicobakanmembuatsayamendapatkan saran danpenjelasandari guru. |  |  |  |  |  |
| LEARNER ROLE |                                                                            |  |  |  |  |  |
| 25           | Unit yang diujicobakanmembuatsayaberperanaktifdalam proses pembelajaran.   |  |  |  |  |  |
| 26           | Unit yang diujicobakamembuatsayaaktifberkomunikasi.                        |  |  |  |  |  |

### **Angket Evaluasi Unit untuk Guru**

Pilihlah jawaban dengan menggunakan tanda (√) di dalam kolom yang telah tersedia.  
Angka dan tingkatan pendapat Anda dikategorika sebagai berikut.

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

R : ragu-ragu

| NO    | PERTANYAAN                                                                                    | SS | S | R | TS | STS |
|-------|-----------------------------------------------------------------------------------------------|----|---|---|----|-----|
| GOAL  |                                                                                               |    |   |   |    |     |
| 1.    | Unit ini sesuai dengan kebutuhan siswa untuk menunjang kompetensi siswa.                      |    |   |   |    |     |
| 2.    | Unit ini sesuai dengan kebutuhan siswa dalam bidang keahliannya.                              |    |   |   |    |     |
| 3.    | Unit ini sesuai untuk meningkatkan keterampilan berbicara siswa.                              |    |   |   |    |     |
| 4.    | Unit ini dapat menunjang keterampilan mendengarkan dan berbicara siswa.                       |    |   |   |    |     |
| 5.    | Unit yang diujicobakan dapat memperluas pengetahuan dalam hubungannya dengan deskriptif teks. |    |   |   |    |     |
| INPUT |                                                                                               |    |   |   |    |     |
| 6.    | Input unit sesuai dengan kemampuan dan topik yang seharusnya dipelajari siswa.                |    |   |   |    |     |
| 7.    | Topik yang ada sesuai dengan kompetensi dan silabus.                                          |    |   |   |    |     |
| 8.    | Unit yang diujicoakan sesuai dengan topik.                                                    |    |   |   |    |     |
| 9.    | Input dalam Unit mudah dipahami.                                                              |    |   |   |    |     |

|          |                                                                                                                                       |  |  |  |  |  |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 10.      | Input dalam Unit beragam.                                                                                                             |  |  |  |  |  |
| 11.      | Input yang ada dalam Unit menarik.                                                                                                    |  |  |  |  |  |
| 12.      | Input dalam Unit mamapu memotivasi siswa untuk belajar.                                                                               |  |  |  |  |  |
| 13.      | Input dalam materi memberikan siswa kesempatan untuk menggunakan kemampuan keterampilan mendengarkan dan berbicara mereka sebelumnya. |  |  |  |  |  |
| TASK     |                                                                                                                                       |  |  |  |  |  |
| 14.      | Latihan yang ada dalam Unit dapat melibatkan siswa belajar secara aktif.                                                              |  |  |  |  |  |
| 15.      | Latihan yang ada dalam Unit dapat memotivasi siswa untuk berkomunikasi dalam bahasa inggris.                                          |  |  |  |  |  |
| 16.      | Latihan dalam Unit dapat menunjang kemampuan mendengarkan dan berbicara siswa.                                                        |  |  |  |  |  |
| 17.      | Latihan dalam Unit memberikan model penggunaan bahasa secara benar dan otentik.                                                       |  |  |  |  |  |
| 18.      | Latihan memberikan kesempatan pada pesrta untuk mempraktikkan fungsi bahasa yang disampaikan sebelumnya.                              |  |  |  |  |  |
| 19.      | Instruksi yang ada dalam latihan jelas dan mudah dipahami.                                                                            |  |  |  |  |  |
| ACTIVITY |                                                                                                                                       |  |  |  |  |  |
| 20.      | Kegiatan dalam Unit beragam                                                                                                           |  |  |  |  |  |
| 21.      | Kegiatan yang ada dapat merangsang kemampuan siswa dalam ketrampilan mendengarkan dan berbicara.                                      |  |  |  |  |  |
| 22.      | Kegiatan dalam Unit dapat membuat siswa aktif dalm kegiatan belajar.                                                                  |  |  |  |  |  |

|              |                                                                                                                                     |  |  |  |  |  |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 23.          | Kegiatan dalam Unit dapat mendorong siswa untuk aktif berkomunikasi.                                                                |  |  |  |  |  |
| SETTING      |                                                                                                                                     |  |  |  |  |  |
| 24.          | Unit berisi latihan yang sesuai untuk dikerjakan secara individu, berpasangan, berkelompok dan seluruh kelas.                       |  |  |  |  |  |
| 25.          | Unit berisi latihan yang dapat meningkatkan kemandirian dan kekooperatifan siswa dalam belajar.                                     |  |  |  |  |  |
| 26.          | Latihan dalam unit tersusun dari yang mudah (terpandu) hingga yang sulit (mandiri)                                                  |  |  |  |  |  |
| TEACHER ROLE |                                                                                                                                     |  |  |  |  |  |
| 27.          | Unit yang diujicobakan mendorong peran guru aktif berkomunikasi dengan siswa.                                                       |  |  |  |  |  |
| 28.          | Unit yang diberikan memberi kesempatan guru berperan untuk memberikan feedback dan motivasi tidak hanya sekedar memberi penjelasan. |  |  |  |  |  |
| LEARNER ROLE |                                                                                                                                     |  |  |  |  |  |
| 29.          | Unit yang diujicobakan memberikan peranan siswa untuk aktif berkomunikasi.                                                          |  |  |  |  |  |
| 30.          | Unit yang diujicobakan mendorong peranan siswa untuk aktif dalam proses belajar mengajar.                                           |  |  |  |  |  |

**APPENDIX F**  
**INTERVIEW**

## **INTERVIEW FOR THE TEACHER**



Interview 13 'Unit 1 try out 1'

Thursday, February 25<sup>th</sup>, 2010

- R : "Menurut bapak Apakah task-task pada unit 1 tadi sudah effective?"
- T : "Iya, saya rasa hampir semua task effective dan dapat memotivasi siswa untuk belajar listening skill dan juga speaking skill."
- R : "Apakah input yang ada dalam task-task tersebut sudah jelas?"
- T : "Sudah, tapi ada yang kurang dengan videonya mbak."
- R : "Menurut Bapak apakah input dalam task 5 sudah cukup jelas dan menarik?"
- T : "Sayakira sudah, tapi ya itu dampak suaranya kurang keras jadi siswa cukup sulit untuk mendengarkan suara dari videonya."
- R : "Selain itu instruksinya bagaimana pak, jelastidak?"
- T : "Nah itu mbak, untuk yang model task-task yang masih baru seperti ini, sebaiknya instruksi lebih details mbak, jadi mudah dimengerti siswa juga. Dengan demikian siswa-siswa tidak perlu banyak bertanya soal bagaimana mereka mengerjakannya."
- R : "Apakah kegiatan yang dilakukan siswa tadi cukup menarik Dan efektif menurut bapak?"
- T : "Iya, sudah efektif mbak."
- R : "Menurut bapak, Apakah siswa cukup aktif berbicara di kelas dan berperan aktif dalam pembelajaran listening dan speaking?"
- T : "Oh, iya mbak. Bahkan belum pernah mereka antusias ini."
- R : "Apakah task tadi dapat membantu bapak memberikan komentar atau saran kepada siswa dan tidak hanya sekedar memberikan penjelasan?"
- T : "Oh, iya mbak. Karena tadi siswa banyak melakukan praktik."

Interview 14 'Unit 1 try out 2'

Saturday, March 6<sup>th</sup>, 2010

R : "Menurut bapak Apakah task-task pada unit 1 tadi sudah effective?"

T : "Iya, semuanya sudah bagus dan menarik untuk dikerjakan. Tetapi ada 1 yang saya rasa perlu diperbaiki, yaitu task 2."

R : "Apakah ada saran Pak?"

T : "Instruksinya harus jelas. Maksudnya, berapa jumlah anggota dalam 1 kelompok diskusi. Untuk task ini, mungkin bisa menuliskan 'discussed the question in pair or in groups of three'."

R : "Apakah kegiatan yang dilakukan siswa tadi cukup menarik dan efektif menurut bapak?"

T : "Iya, saya rasa ini sangat menarik."

R : "Menurut bapak, apakah siswa cukup aktif berbicara di kelas dan berperan aktif dalam pembelajaran descriptive texts?"

T : "Oh, iya bapak. Mereka sangat aktif dalam pembelajaran ini."

R : "Apakah task tadi dapat membantu bapak memberikan komentar atau saran kepada siswa tadi hanya sekedar memberikan penjelasan?"

T : "Oh, iya bapak. Itu dikarenakan siswa melakukan kegiatan yang membuat mereka aktif di kelas."

Interview 15 'Unit 2 tryout 1'

Thursday, March 18<sup>th</sup>, 2010

- R : "MenurutbapakApakah task-task pada unit 2tadisudah effective?"
- T : "Iya, semuanya sudah bagus danmenraikuntukdikerjakan. Tetapi adabeberapa yang perludiperbaikaiuntukinput task 1, 5 Dan 7."
- R : "Apa saran untuk task 1?"
- T : "Kosakatanyaharusditambah, setidaknya 2 lagi. Yaitu 'ingredient' and 'recipe'. Saya rasa itusudahcukup."
- R : "Lalu untuk task 5 Pak?"
- T : "Saya rasa, mbaksebaikanyamenyediakanlebihbanyakgambarlagi. Jadisiswapunya lebihbanayakpilihan."
- R : "Bagaimanadengan task 7?"
- T : "Jikabisamenyediakanlebihbanyakgambar, itulebihbaik. Merekabisataubanyakbumbu Dan bahanmasakan."
- R : "Apakahkegiatan yang dilakaukansiswataadicukupmenarikdanefektifmenurutbapak?"
- T : "Kegiatanyasangatmenarik Dan bervariasi. Tidakmembosankan."
- R : "Menurutbapak, Apakahsiswacukupaktifberbicara di kelasdanberperanakitidalampembelajaran?"
- T : "Iya, merekaaktifsekali."
- R : "Apakah task tadidapatmembantubapakmemberikankomentaratau saran kepadasiswadantidakhanyasekedarmemberipenjelasan?"
- T : "Iyambak, bisasekali."

Interview 16 'Unit 2 try out 2'

Saturday, April 3<sup>rd</sup>, 2010

R : "Menurut bapak Apakah task-task pada unit 1 tadi sudah effective?"

T : "Iya, semuanya sudah bagus dan menarik untuk dikerjakan."

R : "Apa saran untuk input tasknya Pak?"

T : "Sebenarnya semua sudah jelas dan menarik mbak."

R : "Apakah kegiatan yang dilakukan siswa tadi cukup menarik dan efektif menurut bapak?"

T : "Kegiatannya sangat menarik dan bervariasi."

R : "Menurut bapak, Apakah siswa cukup aktif berbicara di kelas dan berperan aktif dalam pembelajaran?"

T : "Iya mbak, siswa sangat aktif di kelas."

R : "Apakah task tadi dapat membantu bapak memberikan komentar atau saran kepada siswa tadi hanya sekedar memberikan penjelasan?"

T : "Iya mbak, bisa."

## **INTERVIEW FOR THE STUDENTS**

## **INTERVIEW – UNIT 1 TRY OUT 1**

Interview 1

Try Out 1 Unit 1

Task 1

Student A

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, task-nya bagus, mudah dimengerti.”
- R : “Apakah adek menyebutkan warna-warna dengan mudah setelah nonton video yang pertama?”
- S : “Iya Miss. Soalnya tadi sudah terlihat di gambar-gambar videonya.”  
: “Apakah adik bisa melafalkan kata-kata tadi dengan mudah dan tepat?”
- S : “Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja.”
- R : “Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?”
- S : “Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bersamaan?”
- S : “Tidak, kalau sama-sama tidak menghabiskan waktu, juga tidak ada rasa takut salah melafalkannya.”
- R : “Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”
- S : “Iya mbak, bahkan tadi kata “*magenta*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “Ya mbak. Kita tadi bisa menyebutkan warna-warna kesukaan kita dan yang tidak disukai dengan mudah setelah menonton videonya.”

Student B

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Oh iya mbak.”
- R : “Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan mudah dan tepat?”
- S : “Iya mbak, cuma mengulangi seperti yang diucapkan dalam video dan Pak Guru.”
- R : “Apakah kata-katanya jelas dan mudah dimengerti?”
- S : “Jelas mbak.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “Ya bisa mbak.”

R : “ Apakah ada kesulitan menyebutkan dan melafalkan kata-katanya secara bersamaan?”  
 S : “ Tidak *admiss*.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”  
 S : “ Iya, beliau mengulaginya sampai 3 kali tadi untuk kata kata yang susah.”  
 R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
 S : “ Ya bisa mempraktikan.”

#### Student C

R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”  
 S : “Iya mbak.”  
 R : “Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan mudah dan tepat?”  
 S :”Bisa mbak.”  
 R : “Apakah kata-katanya jelas dan mudah dimengerti?”  
 S : ”Jelas mbak.”  
 R : “ Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”  
 S : “ Ya bisa mbak.”  
 R : “ Apakah ada kesulitan melafalkan kata-katanya yang susah secara bersamaan?”  
 S : “ Tidak ada.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”  
 S : “ Iya, beliau memberi contoh dengan jelas.”  
 R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
 S : “ Ya bisa.”

#### Student D

R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”  
 S : “Oh iya mbak.”  
 R : “Apakah adik bisa melafalkan kata-kata tadi dengan mudah dan tepat?”  
 S :”Iya bisa mbak.”  
 R : “Apakah kata-katanya jelas dan mudah dimengerti?”  
 S : ”Jelas mbak.”  
 R : “ Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”  
 S : “ Ya bisa mbak.”  
 R : “ Apakah ada kesulitan menyebutkan dan melafalkan kata-katanya secara bersamaan?”  
 S : “ Tidak ada.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”



S : “Iya, jelas kok.”  
R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
S : “Bisadong mbak.”

## Task 2

### Student A

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Ya mbak. Karena ini sesuai tinggal menyesuaikan dengan gambarnya. Selain itu saya juga tadi udah ada contohnya dalam vidio.”  
R : “Apakah Tasknya jelas?”  
S : “Ya, Tasknya jelas, dan sangat menarik.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, saya tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

### Student B

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Iya, mudah juga.”  
R : “Apakah pertanyaannya jelas?”  
S : “Ya, pertanyaannya cukup jelas.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak bisa.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu dan memberikan contoh.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya, memberi komentar mbak.”

R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : Ya, bisa.”

#### Student C

R : “ Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “ Ya mbak menarik.”  
R : “ Apakah pertanyaannya jelas?”  
S : ”Jelas tidak membingungkan ada gambarnya juga lagi.”  
R : “ Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “ Bisa mbak, dengan teman sebangku.”  
R : “ Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Tidak mbak.”  
R : “ Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, saya belajar menyampaikannya jawaban.”

#### Student D

R : “ Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “ Ya mbak.”  
R : “ ApakahTask 2 jelas?”  
S : Ya, Tasknya jelas dan mudah dimengerti.”  
R : “ Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “ Ya mbak.”  
R : “ Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu kemudian memberikan contoh?”  
S : “Tidak.”  
R : “ Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, bisa.”

#### Task 3

##### Student A

R : “ ApakahTask 3 bisa menjadi contoh belajar pelafalan yang menarik?”

S : “ Iya mbak jadi lebih tau simbol-simbol pelafalan (*phonetic symbols*).”  
 R : “ Apakahmelafalkan secara individunya jelas?”  
 S : “ Ya mbak jelas.”  
 R : “ Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”  
 S :” Tidak mbak.”  
 R : Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?  
 S : “ Tidak kok mbak.”  
 R : “Apa saja yang telah Pak Guru lakukan saat kalian mengerjakan tugas 3?”  
 S : “ Beliau tadi keliling kelas dan membantu kalau tidak bisa menjawab atau memberitahu grammarnya.  
 R : “Aapkah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya, waktu berdialog dan juga menyampaikan jawaban.”

#### Student B

R : “ Apakahmenurut adek task 3 membantu adek memahami bagaimana melafalkan kata dengan benar?”  
 S : “ Iya mbak.”  
 R : “ Apakahinstruksinya jelas?”  
 S : “ Ya mbak jelas.  
 R : “ Apakah kegiatan melafalkan kata – kata yang berhubungan dengan warna dengan cara membaca simbol – simbol fonetiknya membuat bosan?”  
 S :” Tidak, malah bisa latihan melafalkan setiap kata dengan benar.”  
 R : Apakah adek mengalami kesulitan melakukan aktifitas pada task 3 secara individu?  
 S : “ Tidak juga, karena juga melihat contoh pelafalannya dalam video yang diputar.  
 R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas task 3?”  
 S : “ Beliau tadi keliling kelas, membantu dan memberitahu cara melafalkan kata dengan benar.”  
 R : “Aapkah adek bisa aktif ikut membaca simbol fonetik dengan benar tadi?”  
 S : “ Iya, karena task ini butuh tahu bagaimana cara membaca simbol fonetiknya dengan benar.Juga dengan guru kita bisa berinteraksi saat bertanya bagaimana melafalkannya dengan tepat dan benar.”

Student C

- R : “ Apakah task 3 bisa menjadi contoh pengenalan simbol fonetik?”  
S : “ Iyambak, ini juga baru buat kita.”  
R : “ Apakahinstruksi yang diberikan jelas?”  
S : “ Ya mbak jelas.”  
R : “ Apakah kegiatan melafalkan setiap kata berdasarkan video dengan membaca simbol fonetik membuat bosan?”  
S : “ Tidak, ini malah hal baru kok mbak.”  
R : Apakah adek mengalami kesulitan melakukan aktivitas pada task 3 secara individu?  
S : “ Tidak mbak, aktifitasnya menyenangkan.”  
R : “ Apa saja yang telah Pak Guru lakukan saat kalian juga melakukan aktifitas pada task3?”  
S : “ Membantu kalau ada kesulitan pelafalannya and cara membaca simbol-simbolnya mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya bisa.”

Student D

- R : “ ApakahTask 3 bisa menjadi meningkatkan kosakata adek dan bisa membuat adek mengerti tentang simbol fonetik?”  
S : “ Iya mbak.”  
R : “ Apakahaktifitas Task 3 jelas?”  
S : “ Ya mbak jelas.”  
R : “ Apakah kegiatan melafalkan setiap kata dengan tepat berdasarkan video dan simbol fonetiknya membuat bosan?”  
S : “ Tidak, mbak.”  
R : Apakah adek mengalami kesulitan mengerjakan task 3 secara individu?  
S : “ Tidak mbak.”  
R : “ Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas Task 3?”  
S : “ Membantu mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya, mbak.”

Task 4

Student A

- R : Apakah task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan hewan tadi?)  
S : “ Setelah mengerjakan task tersebut, saya jadi lebih tau cara mendeskripsikan binatang.

R : “Apakah video yang disediakan jelas?”  
 S : “ Ya mbak jelas dan mudah dipahami.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya, menarik.”  
 R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “ Ya, lumayan kalau ngerjain sendiri jadi bisa lebih tahu yang mana yang tepat.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 4?”  
 S : “Melihat pekerjaan kami dan membantu dengan berkeliling.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

#### Student B

R : Apakah task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan binatang?)  
 S : “ Iya mbak jadi lebih paham”.  
 R : “Apakah instruksi dan video yang di sediakan jelas?”  
 S : “ Ya mbak.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya menarik bisa latihan mendengarkan dan berbicara juga.”  
 R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “ Tidak juga mbak.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 4?”  
 S : “Membantu kalau tidak bisa.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

#### Student C

R : Apakah task 4 dapat menambah pemahaman adik tentang penggunaan language function tadi?)  
 S : “Ya mbak bisa kok karena ekspresinya sesuai dengan yang diajarkan.”  
 R : “Apakah ekspresi yang di sediakan jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya, menarik.”  
 R : “ Apakah menjawab pertanyaan berdasarkan video secara individu terlalu sulit?”  
 S : “ Tidak sudah ada dalam vidionya.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama adik mengerjakan task 4?”  
 S : “Mengecek pekerjaan kami.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

Student D

- R : Apakah task 4 dapat menambah pemahaman adik tentang bagaimana mendeskripsikan binatang tadi?)
- S : “Bisa mbak.”
- R : “Apakah video yang di sediakan jelas?”
- S : “Jelas mbak.”
- R : “Apakah kegiatan pada task 4 menarik?”
- S : “Ya, menarik.”
- R : “Apakah menjawab pertanyaan berdasarkan video secara individu terlalu sulit?”
- S : “Tidak mbak, kan ada videonya, jadi bisa melihat jawabannya disana.”
- R : “Apa saja yang tadi Pak Guru lakukan selama kalian mengerjakan task 4?”
- S : “Melihat pekerjaan kami dan membantu juga menjelaskan kalau tidak mengerti.”
- R : “Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak bisa.”

Task 5

Student A

- R : “Apakah task 5 membantu adek meningkatkan keterampilan mendengarkan?”
- S : “Ya tentu saja mbak.”
- R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”
- S : “Saya kira sudah, tapi ya itu tadi diperjelas lagi mbak suaranya, kurang keras soalnya.”
- R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”
- S : “Ya mbak.”
- R : “Apakah mencari nama – nama binatang berdasarkan huruf – huruf tertentu secara individu terlalu sulit?”
- S : “Tidak, karena sudah ada contohnya.”
- R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”
- S : “Membantu mengecek pengucapan kami.”
- R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”
- S : “Ya, saling tanya – tanya teman sudah benar belum pengucapan dan pengejaan kita.”

Student B

- R : “Apakah task 5 membantu adek meningkatkan keterampilan mendengarkan?”
- S : “Ya jadi bisa latihan mengeja dan melafalkan dengan benar juga.”
- R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”
- S : “Iya mbak.”
- R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”

S : “Bisa, tadi menarik kok.”  
 R : “Apakah mencari nama-nama binatang sesuai huruf yang tersedia terlalu sulit?”  
 S : “Tidak mbak.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Membantu kalau salah tulisnya.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya bisa.”

#### Student C

R : “Apakah task 5 membantu adek meningkatkan kosa kata adek?”  
 S : “Ya mbak.”  
 R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Lumayan jelas.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”  
 R : “Apakah mencari nama binatang sesuai huruf yang disediakan terlalu sulit?”  
 S : “Tidak, mbak.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Mengecek penulisan kita.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya bisa.”

#### Student D

R : “Apakah task 5 membantu adek meningkatkan kosa kata adek?”  
 S : “Ya tentu saja mbak.”  
 R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Saya kira sudah, tapi ya itu tadi ditambah penjelasannya harus di eja satu per satu.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”  
 R : “Apakah mencari binatang sesuai huruf yang disediakan berdasarkan video terlalu sulit?”  
 S : “Tidak, karena sudah ada dalam video.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Membantu jika ada kesulitan.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya, karena tadi tanya - tanya teman juga.”

### Task 6

#### Student A

- R : “Apakah dengan menonton video pada task 6 membantu adek belajar ciri-ciri hewan teman?”
- S : “Iya mbak, tadi berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah.”
- R : “Apa yang dilakukan Pak Guru tadi?”
- S : Beliau menjelaskan tasknya dann memandu juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”
- S : “Ya, mbak.”

#### Student B

- R : “Apakah dengan task 6 tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”
- S : “Bisa. Dengan berdiskusi jadinya berinteraksi.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas.”
- R : “Apakah task 6 menarik?”
- S : “Menarik mbak.”
- R : “Apakah ada kesulitan berdiskusi ciri-ciri binatang dengan teman seperti tadi?”
- S : “Tidak, malah bisa belajar kerjasama.”
- R : “Apa yang dilakukan Pak Guru tadi?”
- S : “Menjelaskan tasknya dan memberikan contoh juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”
- S : “Ya, mbak.”

#### Student C

- R : “Apakah dengan task tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”
- S : “Iya mbak.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas.”
- R : “Apakah permainannya menarik?”
- S : “Iya mbak.”
- R : “Apakah ada kesulitan dalam berdiskusi dengan nonton videonya seperti tadi?”



S : “ Tidak mbak.”  
R : “ Apa yang dilakukan Pak Guru tadi?”  
S :”Memberi pengarahan.”  
R : “ Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”  
S : “Ya mbak.”

#### Student D

R : “Apakah dengan task tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”  
S : “Iya mbak.”  
R : “ Apakah tadi instruksinya jelas?”  
S : “Iya jelas.”  
R : “Apakah permainannya menarik?”  
S : “Iya mbak.”  
R : “Apakah ada kesulitan dalam bediskusi dengan nonton videonya seperti tadi?”  
S : “ Tidak mbak.”  
R : “ Apa yang dilakukan Pak Guru tadi?”  
S :”Memberi pengarahan.”  
R : “ Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”  
S : “Ya mbak.”

#### Task 7

##### Student A

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”  
S : “Jelas mbak, contohnya juga jelas.”  
R : “Apakah Tasknya menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?”  
S : “Tidak mbak.”  
R : “ Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
S : “Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu.”  
R : “Apakah adek bisa aktif dalam permainan tadi?”  
S : “Ya mbak.”

##### Student B

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”

S : "Jelas mbak, contohnya juga jelas."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?"  
 S : "Tidak mbak."  
 R : " Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu."  
 R : "Apakah adek bisa aktif dalam permainan tadi?"  
 S : "Ya mbak."

#### Student C

R : "Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : " Apakah tadi instruksi dan contohnya jelas?"  
 S : "Jelas mbak, contohnya juga jelas."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?"  
 S : "Tidak mbak."  
 R : " Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu."  
 R : "Apakah adek bisa aktif dalam permainan tadi?"  
 S : "Ya mbak."

#### Student D

R : "Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : " Apakah tadi instruksi dan contohnya jelas?"  
 S : "Jelas mbak, contohnya juga jelas."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?"  
 S : "Tidak mbak."  
 R : " Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu."  
 R : "Apakah adek bisa aktif dalam permainan tadi?"  
 S : "Ya mbak."

#### Task 8

##### Student A

- R : “ ApakahTask 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakahinstruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.  
R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “ Iya mbak.”  
R : “Apkah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

##### Student B

- R : “ ApakahTask 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakahinstruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.  
R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “ Iya mbak.”  
R : “Apkah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

##### Student C

- R : “ ApakahTask 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakahinstruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.

R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “Tidak mbak, karena menambah kemampuan berbicara.”  
 R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
 S : “Iya mbak.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

Student D

R : “Apakah Task 8 bisa meningkatkan kemampuan bercara adek?”  
 S : “Iya mbak, soalnya harus menjawab secara langsung.”  
 R : “Apakah instruksinya jelas?”  
 S : “Ya mbak jelas.”  
 R : “Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
 S : “Tentu tidak. Malah meningkatkan kemampuan bicara mbak.”  
 R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “Tidak mbak, karena menambah kemampuan berbicara.”  
 R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
 S : “Iya mbak.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

Task 9

Student A

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
 S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”  
 R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada task 9 menarik?”  
 S : “Ya mbak.”  
 R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”  
 S : “Tidak, kita bisa temukan jawabannya di videonya.”  
 R : “Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?”  
 S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student B

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student C

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student D

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Task 10

##### Student A

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?

S : “Ya mbak.”

R :” Apakah contoh video dan instruksi yang diberikan

S : “Ya jelas.”

R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?

S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”

R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?

S : “Iya mbak.”

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”

S : “Ya mbak”

R : “Apakah adek bisa aktif berkomunikasi dikelas?

S : “Ya mbak, tetu saja.”

##### Student B

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?

S : “Ya mbak.”

R :” Apakah contoh video dan instruksi yang diberikan

S : “Ya jelas.”  
 R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
 S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
 R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
 S : “Iya mbak.”  
 R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
 S : “Ya mbak”  
 R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
 S : “Ya mbak, tetu saja.”

#### Student C

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?”  
 S : “Ya mbak.”  
 R : “Apakah contoh video dan instruksi yang diberikan”  
 S : “Ya jelas.”  
 R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
 S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
 R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
 S : “Iya mbak.”  
 R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
 S : “Ya mbak”  
 R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
 S : “Ya mbak, tetu saja.”

#### Student D

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?”  
 S : “Ya mbak.”  
 R : “Apakah contoh video dan instruksi yang diberikan”  
 S : “Ya jelas.”

R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
 S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
 R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
 S : “Iya mbak.”  
 R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
 S : “Ya mbak”  
 R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
 S : “Ya mbak, tetu saja.”

#### Task 11

##### Student A

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
 S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
 R : “Apakah tadi instruksi dan videonya jelas?”  
 S : “Instruksinya jelas, videonya juga jelas.”  
 R : “Apakah Task menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
 S : “Tidak, malah bisa kerja sama.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
 S : “Memandu dan memberi arahan.”  
 R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
 S : “Ya mbak”

##### Student B

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
 S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
 R : “Apakah tadi instruksi dan videonya jelas?”  
 S : “Instruksinya jelas, videonya juga jelas.”  
 R : “Apakah Task menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
 S : “Tidak, malah bisa kerja sama.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
 S : “Memandu dan memberi arahan.”



R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Student C

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
R : “Apakah tadi instruksi dan videonya jelas?”  
S : “Instruksinya jelas, videonya juga jelas.”  
R : “Apakah Task menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
S : “Tidak, malah bisa kerja sama.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Student D

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
R : “Apakah tadi instruksi dan videonya jelas?”  
S : “Instruksinya jelas, videonya juga jelas.”  
R : “Apakah Task menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
S : “Tidak, malah bisa kerja sama.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Task 12

##### Student A

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah video dan instruksinya jelas?”

S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”  
 R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
 S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
 R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya mbak.  
 R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
 S : “ Iya mbak terutama grammar.”

Student B

R : “ Apakahgame task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
 S : “ Iya mbak.”  
 R : “ Apakahvideo dan instruksinya jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”  
 R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
 S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
 R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya mbak.  
 R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
 S : “ Iya mbak terutama grammar.”

R : “ Apakahgame task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
 S : “ Iya mbak.”  
 R : “ Apakahvideo dan instruksinya jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”

Student C

- R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak.  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “ Iya mbak terutama grammar.”

Student D

- R : “ Apakahgame task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “ Iya mbak.”  
R : “ Apakahvideo dan instruksinya jelas?”  
S : “ Ya jelas.”  
R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
S : “ Tidak, malah berbeda dari biasanya.”  
R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak.  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “ Iya mbak terutama grammar.”

Task 13

Student A

- R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakahvideo dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengna contoh dalam videonya.”

R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student B

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakah video dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengan contoh dalam videonya.”  
R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student C

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakah video dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengan contoh dalam videonya.”  
R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student D

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”

S : “Iya tentu mbak.”  
 R : “Apakah video dan instruksinya mudah dimengerti?”  
 S : “Ya jelas.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Iya mbak, menarik.”  
 R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
 S : “Tidak mbak sesuai dengan contoh dalam videonya.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 13?”  
 S : “Mengoreksi grammar dan memberi komentar.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya mbak.”

#### Task 14

##### Student A

R : “Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks?”  
 S : “Ya sangat membantu.”  
 R : “Apakah instruksi dan informasi yang disediakan jelas?”  
 S : “Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?”  
 S : “Ya, karena setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “Ya, beliau memberi contoh dan komentar.”  
 R : “Apakah adek bisa aktif berbicara di kelas?”  
 S : “Oh iya.”

##### Student B

R : “Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks?”  
 S : “Ya sangat membantu.”  
 R : “Apakah instruksi dan informasi yang disediakan jelas?”  
 S : “Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”

S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?”  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “ Ya, beliau memberi contoh dan komentar.”  
 R :” Apakah adik bisa aktif berbicara di kelas?  
 S : “ Oh iya.”

#### Student C

R : “ Apakahgame task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “ Ya sangat membantu.”  
 R : “ Apakahinstruksi dan inforamsi yang disediakan jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “ Ya, beliau memberi contoh dan komentar.”  
 R :” Apakah adik bisa aktif berbicara di kelas?  
 S : “ Oh iya.”

#### Student D

R : “ Apakahgame task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “ Ya sangat membantu.”  
 R : “ Apakahinstruksi dan inforamsi yang disediakan jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”

S : “ Ya, beliau memberi contoh dan komentar.”  
R :” Apakah adik bisa aktif berbicara di kelas?  
S : “ Oh iya.”

#### Task 15

##### Student A

R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

##### Student B

R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Student C

- R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Student D

- R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Task 16 (Homework)

Student A

- R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?



S : “ Ya, tentu.”  
R : “ Apakah instruksi yang diberikan cukup jelas?  
S : “ Ya, mbak.”  
R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mencari informasi dan menyaampikan secara individu terlalu sulit dilakukan?  
S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”

#### Student B

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?  
S : “ Ya, tentu.”  
R : “ Apakah instruksi yang diberikan cukup jelas?  
S : “ Ya, mbak.”  
R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mencari informasi dan menyaampikan secara individu terlalu sulit dilakukan?  
S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”

#### Student C

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?  
S : “ Ya, tentu.”  
R : “ Apakah instruksi yang diberikan cukup jelas?  
S : “ Ya, mbak.”  
R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mencari informasi dan menyaampikan secara individu terlalu sulit dilakukan?

S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”

Student D

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?”  
S : “ Ya, tentu.”  
R : “ Apakah instruksi yang diberikan cukup jelas?”  
S : “ Ya, mbak.”  
R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mencari informasi dan menyaampikan secara individu terlaui sulit dilakukan?”  
S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”

## **FIELD NOTES – UNIT 1 TRY OUT 2**

## Interview 2

### Try Out 2 Unit 1

#### Task 1

##### Student A

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, task-nya bagus, mudah dimengerti.”
- R : “Apakah adek menyebutkan warna-warna dengan mudah setelah nonton video yang pertama?”
- S : “Iya Miss. Soalnya tadi sudah terlihat di gambar-gambar videonya.”
- S : “Apakah adik bisa melafalkan kata-kata tadi dengan mudah dan tepat?”
- S : “Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja.”
- R : “Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?”
- S : “Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bersamaan?”
- S : “Tidak, kalau sama-sama tidak menghabiskan waktu, juga tidak ada rasa takut salah melafalkannya.”
- R : “Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”
- S : “Iya mbak, bahkan tadi kata “*magenta*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “Ya mbak. Kita tadi bisa menyebutkan warna-warna kesukaan kita dan yang tidak disukai dengan mudah setelah menonton videonya.”

##### Student B

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Oh iya mbak.”
- R : “Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan mudah dan tepat?”
- S : “Iya mbak, cuma mengulangi seperti yang diucapkan dalam video dan Pak Guru.”
- R : “Apakah kata-katanya jelas dan mudah dimengerti?”
- S : “Jelas mbak.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “Ya bisa mbak.”

R : “ Apakah ada kesulitan menyebutkan dan melafalkan kata-katanya secara bersamaan?”  
 S : “ Tidak *admiss*.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”  
 S : “ Iya, beliau mengulaginya sampai 3 kali tadi untuk kata kata yang susah.”  
 R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
 S : “ Ya bisa mempraktikan.”

#### Student C

R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”  
 S : “Iya mbak.”  
 R : “Apakah adik bisa menyebutkan dan melafalkan kata-kata tadi dengan mudah dan tepat?”  
 S :”Bisa mbak.”  
 R : “Apakah kata-katanya jelas dan mudah dimengerti?”  
 S : ”Jelas mbak.”  
 R : “ Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”  
 S : “ Ya bisa mbak.”  
 R : “ Apakah ada kesulitan melafalkan kata-katanya yang susah secara bersamaan?”  
 S : “ Tidak ada.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”  
 S : “ Iya, beliau memberi contoh dengan jelas.”  
 R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
 S : “ Ya bisa.”

#### Student D

R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”  
 S : “Oh iya mbak.”  
 R : “Apakah adik bisa melafalkan kata-kata tadi dengan mudah dan tepat?”  
 S :”Iya bisa mbak.”  
 R : “Apakah kata-katanya jelas dan mudah dimengerti?”  
 S : ”Jelas mbak.”  
 R : “ Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”  
 S : “ Ya bisa mbak.”  
 R : “ Apakah ada kesulitan menyebutkan dan melafalkan kata-katanya secara bersamaan?”  
 S : “ Tidak ada.”  
 R : “ Apakah Pak Guru memberi contoh melafalkan kata dengan baik?”

S : “Iya, jelas kok.”  
R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”  
S : “Bisa dong mbak.”

## Task 2

### Student A

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Ya mbak. Karena ini sesuai tinggal menyesuaikan dengan gambarnya. Selain itu saya juga tadi udah ada contohnya dalam vidio.”  
R : “Apakah Tasknya jelas?”  
S : “Ya, Tasknya jelas, dan sangat menarik.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, saya tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

### Student B

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Iya, mudah juga.”  
R : “Apakah pertanyaannya jelas?”  
S : “Ya, pertanyaannya cukup jelas.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak bisa.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Itu memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu dan memberikan contoh.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya, memberi komentar mbak.”

R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : Ya, bisa.”

#### Student C

R : “ Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “ Ya mbak menarik.”  
R : “ Apakah pertanyaannya jelas?”  
S : ”Jelas tidak membingungkan ada gambarnya juga lagi.”  
R : “ Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “ Bisa mbak, dengan teman sebangku.”  
R : “ Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Tidak mbak.”  
R : “ Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, saya belajar menyampaikannya jawaban.”

#### Student D

R : “ Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “ Ya mbak.”  
R : “ Apakah Task 2 jelas?”  
S : Ya, Tasknya jelas dan mudah dimengerti.”  
R : “ Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “ Ya mbak.”  
R : “ Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu kemudian memberikan contoh?”  
S : “Tidak.”  
R : “ Apakah tadi Pak Guru memberikan komentar atau saran setelah adik menyampaikan jawaban?”  
S : “Ya tentu.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya, bisa.”

#### Task 3

##### Student A

R : “ Apakah Task 3 bisa menjadi contoh belajar pelafalan yang menarik?”

S : “ Iya mbak jadi lebih tau simbol-simbol pelafalan (*phonetic symbols*).”  
 R : “ Apakah melafalkan secara individunya jelas?”  
 S : “ Ya mbak jelas.”  
 R : “ Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”  
 S : “ Tidak mbak.”  
 R : Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?  
 S : “ Tidak kok mbak.”  
 R : “Apa saja yang telah Pak Guru lakukan saat kalian mengerjakan tugas 3?”  
 S : “ Beliau tadi keliling kelas dan membantu kalau tidak bisa menjawab atau memberitahu grammarnya.  
 R : “Aapkah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya, waktu berdialog dan juga menyampaikan jawaban.”

#### Student B

R : “ Apakah menurut adek task 3 membantu adek memahami bagaimana melafalkan kata dengan benar?”  
 S : “ Iya mbak.”  
 R : “ Apakah instruksinya jelas?”  
 S : “ Ya mbak jelas.  
 R : “ Apakah kegiatan melafalkan kata – kata yang berhubungan dengan warna dengan cara membaca simbol – simbol fonetiknya membuat bosan?”  
 S : “ Tidak, malah bisa latihan melafalkan setiap kata dengan benar.”  
 R : Apakah adek mengalami kesulitan melakukan aktifitas pada task 3 secara individu?  
 S : “ Tidak juga, karena juga melihat contoh pelafalannya dalam video yang diputar.  
 R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas task 3?”  
 S : “ Beliau tadi keliling kelas, membantu dan memberitahu cara melafalkan kata dengan benar.”  
 R : “Aapkah adek bisa aktif ikut membaca simbol fonetik dengan benar tadi?”  
 S : “ Iya, karena task ini butuh tahu bagaimana cara membaca simbol fonetiknya dengan benar. Juga dengan guru kita bisa berinteraksi saat bertanya bagaimana melafalkannya dengan tepat dan benar.”



Student C

- R : “ Apakah task 3 bisa menjadi contoh pengenalan simbol fonetik?”  
S : “ Iya mbak, ini juga baru buat kita.”  
R : “ Apakah instruksi yang diberikan jelas?”  
S : “ Ya mbak jelas.”  
R : “ Apakah kegiatan melafalkan setiap kata berdasarkan video dengan membaca simbol fonetik membuat bosan?”  
S : “ Tidak, ini malah hal baru kok mbak.”  
R : Apakah adek mengalami kesulitan melakukan aktivitas pada task 3 secara individu?  
S : “ Tidak mbak, aktifitasnya menyenangkan.”  
R : “ Apa saja yang telah Pak Guru lakukan saat kalian juga melakukan aktifitas pada task 3?”  
S : “ Membantu kalau ada kesulitan pelafalannya and cara membaca simbol-simbolnya mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya bisa.”

Student D

- R : “ Apakah Task 3 bisa menjadi meningkatkan kosakata adek dan bisa membuat adek mengerti tentang simbol fonetik?”  
S : “ Iya mbak.”  
R : “ Apakah aktifitas Task 3 jelas?”  
S : “ Ya mbak jelas.”  
R : “ Apakah kegiatan melafalkan setiap kata dengan tepat berdasarkan video dan simbol fonetiknya membuat bosan?”  
S : “ Tidak, mbak.”  
R : Apakah adek mengalami kesulitan mengerjakan task 3 secara individu?  
S : “ Tidak mbak.”  
R : “ Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas Task 3?”  
S : “ Membantu mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya, mbak.”

Task 4

Student A

- R : Apakah task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan hewan tadi?)  
S : “ Setelah mengerjakan task tersebut, saya jadi lebih tau cara mendeskripsikan binatang.

R : “Apakah video yang disediakan jelas?”  
 S : “ Ya mbak jelas dan mudah dipahami.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya, menarik.”  
 R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “ Ya, lumayan kalau ngerjain sendiri jadi bisa lebih tahu yang mana yang tepat.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 4?”  
 S : “Melihat pekerjaan kami dan membantu dengan berkeliling.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

#### Student B

R : Apakah task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan binatang?)  
 S : “ Iya mbak jadi lebih paham”.  
 R : “Apakah instruksi dan vidio yang di sediakan jelas?”  
 S : “ Ya mbak.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya menarik bisa latihan mendengarkan dan berbicara juga.”  
 R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
 S : “ Tidak juga mbak.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 4?”  
 S : “Membantu kalau tidak bisa.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

#### Student C

R : Apakah task 4 dapat menambah pemahaman adik tentang penggunaan language function tadi?)  
 S : “Ya mbak bisa kok karena ekspresinya sesuai dengn yang diajarkan.”  
 R : “Apakah ekspresi yang di sediakan jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan pada task 4 menarik?”  
 S : “ Ya, menarik.”  
 R : “ Apakah menjawab pertanyaan berdasarkan vidio secara individu terlalu sulit?”  
 S : “ Tidak sudah ada dalam vidionya.”  
 R : “ Apa saja yang tadi Pak Guru lakukan selama adik mengerjakan task 4?”  
 S : “Mengecek pekerjaan kami.”  
 R : “ Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “Iya mbak bisa.”

Student D

- R : Apakah task 4 dapat menambah pemahaman adik tentang bagaimana mendeskripsikan binatang tadi?)
- S : “Bisa mbak.”
- R : “Apakah video yang di sediakan jelas?”
- S : “Jelas mbak.”
- R : “Apakah kegiatan pada task 4 menarik?”
- S : “Ya, menarik.”
- R : “Apakah menjawab pertanyaan berdasarkan video secara individu terlalu sulit?”
- S : “Tidak mbak, kan ada videonya, jadi bisa melihat jawabannya disana.”
- R : “Apa saja yang tadi Pak Guru lakukan selama kalian mengerjakan task 4?”
- S : “Melihat pekerjaan kami dan membantu juga menjelaskan kalau tidak mengerti.”
- R : “Bisakah adek ikut aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak bisa.”

Task 5

Student A

- R : “Apakah task 5 membantu adek meningkatkan keterampilan mendengarkan?”
- S : “Ya tentu saja mbak.”
- R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”
- S : “Saya kira sudah, tapi ya itu tadi diperjelas lagi mbak suaranya, kurang keras soalnya.”
- R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”
- S : “Ya mbak.”
- R : “Apakah mencari nama – nama binatang berdasarkan huruf – huruf tertentu secara individu terlalu sulit?”
- S : “Tidak, karena sudah ada contohnya.”
- R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”
- S : “Membantu mengecek pengucapan kami.”
- R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”
- S : “Ya, saling tanya – tanya teman sudah benar belum pengucapan dan pengejaan kita.”

Student B

- R : “Apakah task 5 membantu adek meningkatkan keterampilan mendengarkan?”
- S : “Ya jadi bisa latihan mengeja dan melafalkan dengan benar juga.”
- R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”
- S : “Iya mbak.”
- R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”

S : “Bisa, tadi menarik kok.”  
 R : “Apakah mencari nama-nama binatang sesuai huruf yang tersedia terlalu sulit?”  
 S : “Tidak mbak.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Membantu kalau salah tulisnya.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya bisa.”

#### Student C

R : “Apakah task 5 membantu adek meningkatkan kosa kata adek?”  
 S : “Ya mbak.”  
 R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Lumayan jelas.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”  
 R : “Apakah mencari nama binatang sesuai huruf yang disediakan terlalu sulit?”  
 S : “Tidak, mbak.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Mengecek penulisan kita.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya bisa.”

#### Student D

R : “Apakah task 5 membantu adek meningkatkan kosa kata adek?”  
 S : “Ya tentu saja mbak.”  
 R : “Menurut adek apakah input dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Saya kira sudah, tapi ya itu tadi ditambah penjelasannya harus di eja satu per satu.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”  
 R : “Apakah mencari binatang sesuai huruf yang disediakan berdasarkan video terlalu sulit?”  
 S : “Tidak, karena sudah ada dalam video.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task 5?”  
 S : “Membantu jika ada kesulitan.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya, karena tadi tanya - tanya teman juga.”

## Task 6

### Student A

- R : “Apakah dengan menonton video pada task 6 membantu adek belajar ciri-ciri hewan teman?”
- S : “Iya mbak, tadi berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah.”
- R : “Apa yang dilakukan Pak Guru tadi?”
- S : Beliau menjelaskan tasknya dann memandu juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”
- S : “Ya, mbak.”

### Student B

- R : “Apakah dengan task 6 tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”
- S : “Bisa. Dengan berdiskusi jadinya berinteraksi.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas.”
- R : “Apakah task 6 menarik?”
- S : “Menarik mbak.”
- R : “Apakah ada kesulitan berdiskusi ciri-ciri binatang dengan teman seperti tadi?”
- S : “Tidak, malah bisa belajar kerjasama.”
- R : “Apa yang dilakukan Pak Guru tadi?”
- S : “Menjelaskan tasknya dan memberikan contoh juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”
- S : “Ya, mbak.”

### Student C

- R : “Apakah dengan task tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”
- S : “Iya mbak.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas.”
- R : “Apakah permainannya menarik?”
- S : “Iya mbak.”
- R : “Apakah ada kesulitan dalam berdiskusi dengan nonton videonya seperti tadi?”

S : “ Tidak mbak.”  
R : “ Apa yang dilakukan Pak Guru tadi?”  
S :”Memberi pengarahan.”  
R : “ Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”  
S : “Ya mbak.”

#### Student D

R : “Apakah dengan task tadi adek bisa berkomunikasi dan berinteraksi dengan teman?”  
S : “Iya mbak.”  
R : “ Apakah tadi instruksinya jelas?”  
S : “Iya jelas.”  
R : “Apakah permainannya menarik?”  
S : “Iya mbak.”  
R : “Apakah ada kesulitan dalam bediskusi dengan nonton videonya seperti tadi?”  
S : “ Tidak mbak.”  
R : “ Apa yang dilakukan Pak Guru tadi?”  
S :”Memberi pengarahan.”  
R : “ Apakah adek ikut berperan aktif waktu menyelesaikan game tadi?”  
S : “Ya mbak.”

#### Task 7

##### Student A

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”  
S : “Jelas mbak, contohnya juga jelas.”  
R : “Apakah Tasknya menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?”  
S : “Tidak mbak.”  
R : “ Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
S : “Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu.”  
R : “Apakah adek bisa aktif dalam permainan tadi?”  
S : “Ya mbak.”

##### Student B

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”

S : “Jelas mbak, contohnya juga jelas.”  
R : “Apakah Tasknya menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?”  
S : “Tidak mbak.”  
R : “ Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
S : “Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu.”  
R : “Apakah adek bisa aktif dalam permainan tadi?”  
S : “Ya mbak.”

#### Student C

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”  
S : “Jelas mbak, contohnya juga jelas.”  
R : “Apakah Tasknya menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?”  
S : “Tidak mbak.”  
R : “ Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
S : “Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu.”  
R : “Apakah adek bisa aktif dalam permainan tadi?”  
S : “Ya mbak.”

#### Student D

R : “Apakah dengan Task 7 tadi adik bisa tau bagaimana mendeskripsikan binatang berinteraksi dengan teman?”  
S : “Iya bisa mbak.”  
R : “ Apakah tadi instruksi dan contohnya jelas?”  
S : “Jelas mbak, contohnya juga jelas.”  
R : “Apakah Tasknya menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan permainan tadi dengan berkelompok?”  
S : “Tidak mbak.”  
R : “ Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
S : “Beliau memberi contoh. Beliau juga memberi penjelasan dan memandu.”  
R : “Apakah adek bisa aktif dalam permainan tadi?”  
S : “Ya mbak.”

#### Task 8

##### Student A

- R : “ Apakah Task 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakah instruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.  
R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “ Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

##### Student B

- R : “ Apakah Task 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakah instruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.  
R : “ Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “ Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

##### Student C

- R : “ Apakah Task 8 bisa meningkatkan kemampuan bercara adek?”  
S : “ Iya mbak, soalnya harus menjawab secara langsung.”  
R : “ Apakah instruksinya jelas?”  
S : “ Ya mbak jelas.  
R : “ Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “ Tentu tidak. Malah meningkatkan kemampuan bicara mbak.



R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikan jawaban dengan teman juga.”

Student D

R : “Apakah Task 8 bisa meningkatkan kemampuan bercara adek?”  
S : “Iya mbak, soalnya harus menjawab secara langsung.”  
R : “Apakah instruksinya jelas?”  
S : “Ya mbak jelas.”  
R : “Apakah kegiatan menjawab pertanyaan secara langsung membuat bosan?”  
S : “Tentu tidak. Malah meningkatkan kemampuan bicara mbak.”  
R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan berbicara.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikan jawaban dengan teman juga.”

Task 9

Student A

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”  
R : “Apakah video yang disediakan jelas?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatan pada task 9 menarik?”  
S : “Ya mbak.”  
R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”  
S : “Tidak, kita bisa temukan jawabannya di videonya.”  
R : “Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?”  
S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student B

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student C

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

Student D

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)

S : “Ya, mbak. Karena kita bisa nonton di video cara mendeskripsikan binatang.”

R : “Apakah video yang disediakan jelas?”

S : “ Ya jelas mbak.”

R : “ Apakah kegiatan pada task 9 menarik?”

S : “Ya mbak.”

R : “ Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”

S : “ Tidak, kita bisa temukan jawabannya di videonya.”

R : “ Apa saja yang tadi Pak Guru lakukan selama mengerjakan task 9?

S : “ Membantu kalau ada yang bingung dan memberi komentar juga.”

R : “ Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Task 10

##### Student A

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?

S : “Ya mbak.”

R :” Apakah contoh video dan instruksi yang diberikan

S : “Ya jelas.”

R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?

S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”

R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?

S : “Iya mbak.”

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”

S : “Ya mbak”

R : “Apakah adek bisa aktif berkomunikasi dikelas?

S : “Ya mbak, tetu saja.”

##### Student B

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?

S : “Ya mbak.”

R :” Apakah contoh video dan instruksi yang diberikan

S : “Ya jelas.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tetu saja.”

#### Student C

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?”  
S : “Ya mbak.”  
R : “Apakah contoh video dan instruksi yang diberikan”  
S : “Ya jelas.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tetu saja.”

#### Student D

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek?”  
S : “Ya mbak.”  
R : “Apakah contoh video dan instruksi yang diberikan”  
S : “Ya jelas.”

R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
 S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
 R : “Apakah mengerjakan tugas ini secara berpasangan sudah efektif?”  
 S : “Iya mbak.”  
 R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
 S : “Ya mbak”  
 R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
 S : “Ya mbak, tetu saja.”

#### Task 11

##### Student A

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
 S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
 R : “Apakah tadi instruksi dan videonya jelas?”  
 S : “Instruksinya jelas, videonya juga jelas.”  
 R : “Apakah Task menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
 S : “Tidak, malah bisa kerja sama.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
 S : “Memandu dan memberi arahan.”  
 R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
 S : “Ya mbak”

##### Student B

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
 S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
 R : “Apakah tadi instruksi dan videonya jelas?”  
 S : “Instruksinya jelas, videonya juga jelas.”  
 R : “Apakah Task menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
 S : “Tidak, malah bisa kerja sama.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
 S : “Memandu dan memberi arahan.”

R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Student C

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
R : “Apakah tadi instruksi dan videonya jelas?”  
S : “Instruksinya jelas, videonya juga jelas.”  
R : “Apakah Task menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
S : “Tidak, malah bisa kerja sama.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Student D

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan binatang.”  
R : “Apakah tadi instruksi dan videonya jelas?”  
S : “Instruksinya jelas, videonya juga jelas.”  
R : “Apakah Task menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah ada kesulitan menyelesaikan Task 4 tadi engan teman sebangku?”  
S : “Tidak, malah bisa kerja sama.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam Task 11 tadi?”  
S : “Ya mbak”

#### Task 12

##### Student A

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah video dan instruksinya jelas?”

S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”  
 R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
 S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
 R : “Apakah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya mbak.  
 R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
 S : “ Iya mbak terutama grammar.”

Student B

R : “ Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
 S : “ Iya mbak.”  
 R : “ Apakah video dan instruksinya jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”  
 R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
 S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
 R : “Apakah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
 S : “ Iya mbak.  
 R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
 S : “ Iya mbak terutama grammar.”

R : “ Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
 S : “ Iya mbak.”  
 R : “ Apakah video dan instruksinya jelas?”  
 S : “ Ya jelas.”  
 R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
 S : “ Tidak, malah berbeda dari biasanya.”

Student C

- R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak.  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “ Iya mbak terutama grammar.”

Student D

- R : “ Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “ Iya mbak.”  
R : “ Apakah video dan instruksinya jelas?”  
S : “ Ya jelas.”  
R : “ Apakah kegiatan mendeskripsikan binatang tertentu di depan kelas membosankan?”  
S : “ Tidak, malah berbeda dari biasanya.”  
R : “ Apakah mendeskripsikan binatang tertentu secara individu terlalu sulit?”  
S : “ Tidak karen tinggal menyebutkan ciri-cirinya.”  
R : “Apkah tadi bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “ Iya mbak.  
R : “ Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “ Iya mbak terutama grammar.”

Task 13

Student A

- R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakah video dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengna contoh dalam videonya.”



R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student B

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakah video dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengan contoh dalam videonya.”  
R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student C

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”  
S : “ Iya tentu mbak.”  
R : “ Apakah video dan instruksinya mudah dimengerti?”  
S : “ Ya jelas.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?  
S : “Iya mbak, menarik.”  
R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
S : “ Tidak mbak sesuai dengan contoh dalam videonya.”  
R : “ Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?  
S : “ Mengoreksi grammar dan memberi komentar.”  
R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?  
S : “Ya mbak.”

#### Student D

R : “Apakah task 13 membantu adek meningkatkan keterampilan berbicara?”

S : “Iya tentu mbak.”  
 R : “Apakah video dan instruksinya mudah dimengerti?”  
 S : “Ya jelas.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Iya mbak, menarik.”  
 R : “Apakah mendeskripsikan binatang dalam videonya secara individu terlalu sulit?”  
 S : “Tidak mbak sesuai dengna contoh dalam videonya.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan task13?”  
 S : “Mengoreksi grammar dan memberi komentar.”  
 R : “Apakah tadi adek bisa aktif berinteraksi dengan teman?”  
 S : “Ya mbak.”

#### Task 14

##### Student A

R : “Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “Ya sangat membantu.”  
 R : “Apakah instruksi dan inforamsi yang disediakan jelas?”  
 S : “Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?”  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “Ya, beliau memberi contoh dan komentar.”  
 R : “Apakah adik bisa aktif berbicara di kelas?”  
 S : “Oh iya.”

##### Student B

R : “Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “Ya sangat membantu.”  
 R : “Apakah instruksi dan inforamsi yang disediakan jelas?”  
 S : “Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”

S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?”  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “ Ya, beliau memberi contoh dan komentar.”  
 R :” Apakah adik bisa aktif berbicara di kelas?  
 S : “ Oh iya.”

#### Student C

R : “ Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “ Ya sangat membantu.”  
 R : “ Apakah instruksi dan inforamsi yang disediakan jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”  
 S : “ Ya, beliau memberi contoh dan komentar.”  
 R :” Apakah adik bisa aktif berbicara di kelas?  
 S : “ Oh iya.”

#### Student D

R : “ Apakah game task 14 dapat membantu adek belajar lebih dalam tentang deskriptif teks  
 S : “ Ya sangat membantu.”  
 R : “ Apakah instruksi dan inforamsi yang disediakan jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah gamenya menarik untuk dilakukan?”  
 S : “Ya mbak seru.”  
 R : “Apakah adek bisa ikut mendeskripsikan binatangnya meski dikerjakan dalam kelompok?  
 S : “Ya, karen setiap anggota dapat giliran.”  
 R : “Apakah Pak Guru tadi memberikan contoh atau penjelasan atau komentar?”

S : “ Ya, beliau memberi contoh dan komentar.”  
R :” Apakah adik bisa aktif berbicara di kelas?  
S : “ Oh iya.”

#### Task 15

##### Student A

R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

##### Student B

R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Student C

- R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Student D

- R : “ Apakah task 15 dapat meningkatkna komunikasi dan ketrampilan berbicara adek?  
S : “Ya mbak tadi kami berlatih berbicara.”  
R :” Apakah instruksi jelas?  
S : “Jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Menarik mbak.”  
R : “Apakah mengerjakan tugas ini secara individu sudah effective?  
S : “Sudah tepat mbak, sesuai dengn petunjuknya.”  
R : Apakah Pak Guru tadi memberi penjelasan dan mngajari jika ada kesulitan?”  
S : “Iya mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “ Ya mbak bisa.”

Task 16 (Homework)

Student A

- R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?

S : “ Ya, tentu.”  
 R : “ Apakah instruksi yang diberikan cukup jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
 S : “Tidak, karena kita sering ketemu.”  
 R : “Apakah mencari informasi dan menyaampikan secara individu terlau sulit dilakukan?  
 S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
 R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
 S : “ Ya, mbak.”  
 R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
 S : “Ya mbak.”

#### Student B

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?  
 S : “ Ya, tentu.”  
 R : “ Apakah instruksi yang diberikan cukup jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
 S : “Tidak, karena kita sering ketemu.”  
 R : “Apakah mencari informasi dan menyaampikan secara individu terlau sulit dilakukan?  
 S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
 R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
 S : “ Ya, mbak.”  
 R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
 S : “Ya mbak.”

#### Student C

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?  
 S : “ Ya, tentu.”  
 R : “ Apakah instruksi yang diberikan cukup jelas?  
 S : “ Ya, mbak.”  
 R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
 S : “Tidak, karena kita sering ketemu.”  
 R : “Apakah mencari informasi dan menyaampikan secara individu terlau sulit dilakukan?

S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”

Student D

R : “ Apakah task 16 dapat membantu adek belajar mendeskripsikan binatang?  
S : “ Ya, tentu.”  
R : “ Apakah instruksi yang diberikan cukup jelas?  
S : “ Ya, mbak.”  
R : “Apakah mencari informasi dari teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mencari informasi dan menyaampikan secara individu terlaui sulit dilakukan?  
S : “Tidak karena yang ditanya dekat, jadi tidak begitu sulit.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar?”  
S : “ Ya, mbak.”  
R : “ Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak.”





## **INTERVIEW – UNIT 2 TRY OUT 1**

### Interview 3

#### Try Out 1 Unit 2

##### Task 1

###### Student A

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, mudah dimengerti.”
- R : “Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?”
- S : “IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi.”
- : “Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?”
- S : “Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja.”
- R : “Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?”
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “ Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?”
- S : “Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : “Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?”
- S : “Iya mbak, bahkan tadi kata “*face*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya.”

###### Student B

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, mudah dimengerti.”

- R : “Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?”
- S : “IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi.”  
: “Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?”
- S : “Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja.”
- R : “Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?”
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “ Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?”
- S : “Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : “Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?”
- S : “Iya mbak, bahkan tadi kata “*face*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “ Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya.”

#### Student C

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, mudah dimengerti.”
- R : “Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?”
- S : “IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi.”  
: “Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?”

- S : "Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja."
- R : "Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?"
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu."
- R : "Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?"
- S : "Iya mbak."
- R : "Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?"
- S : "Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : "Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?"
- S : "Iya mbak, bahkan tadi kata "*face*" sampai diulang 3 kali karena masih ada yang kurang tepat."
- R : "Apakah tadi adek bisa ikut aktif dalam pembelajaran?"
- S : "Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya."

#### Student D

- R : "Mbak, ingin menanyakan pendapat adek tentang task 1."
- S : "Iya mbak, mudah dimengerti."
- R : "Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?"
- S : "IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi."  
: "Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?"
- S : "Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja."
- R : "Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?"
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu."
- R : "Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?"

- S : “Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?”
- S : “Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : “Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?”
- S : “Iya mbak, bahkan tadi kata “*face*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya.”

## Task 2

### Student A

- R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”
- S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”
- R : “Apakah tasknya jelas?”
- S : “Ya, Tasknya jelas, dan sangat menarik.”
- R : “Apakah adik bisa berdiskusi dengan baik tadi?”
- S : “Ya mbak.”
- R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”
- S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”
- R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”
- S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”
- R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”
- S : Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.

### Student B

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”

S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”

R : “Apakah tasknya jelas?”

S : “Ya, Tasknya jelas, dan sangat menarik.”

R : “Apakah adik bisa berdiskusi dengan baik tadi?”

S : “Ya mbak.”

R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”

S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”

R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”

S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”

R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”

S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Student C

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”

S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”

R : “Apakah tasknya jelas?”

S : “Ya, Tasknya jelas, dan sangat menarik.”

R : “Apakah adik bisa berdiskusi dengan baik tadi?”

S : “Ya mbak.”

R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”

S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”

R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”

S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”

R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”

S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Student D

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”  
R : “Apakah tasknya jelas?”  
S : “Ya, Tasknya jelas, dan sangat menarik.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”  
S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Task 3

##### Student A

R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”  
S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”  
R : “Apakah melafalkan secara individunyamenarik?”  
S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”  
R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”  
S : ” Tidak mbak.”  
R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”  
S : “Tidak kok mbak, asik-asik saja.”  
R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”

- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student B

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individunya menarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : “Tidak mbak.”
- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student C

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individunya menarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : “Tidak mbak.”



- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student D

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individu menarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : “Tidak mbak.”
- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Task 4

##### Student A

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”

S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”

R : “Apakah video yang disediakan jelas?”

S : “Ya mbak jelas dan mudah dipahami.”

R : “Apakah kegiatan pada Task 4 menarik?”

S : “Ya, menarik mbak.”

R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”

S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.

R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”

S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”

R : “Bisakah adek ikut aktif dalam Task 4 tadi?”

S : “Iya mbak bisa.”

#### Student B

R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”

S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”

R : “Apakah video yang disediakan jelas?”

S : “Ya mbak jelas dan mudah dipahami.”

R : “Apakah kegiatan pada Task 4 menarik?”

S : “Ya, menarik mbak.”

R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”

S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.

R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”

S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”

R : “Bisakah adek ikut aktif dalam Task 4 tadi?”

S : “Iya mbak bisa.”

Student C

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”
- S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya mbak jelas dan mudah dipahami.”
- R : “Apakah kegiatan pada Task 4 menarik?”
- S : “Ya, menarik mbak.”
- R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”
- S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.
- R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”
- S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”
- R : “Bisakah adek ikut aktif dalam Task 4 tadi?”
- S : “Iya mbak bisa.”

Student D

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”
- S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya mbak jelas dan mudah dipahami.”
- R : “Apakah kegiatan pada Task 4 menarik?”
- S : “Ya, menarik mbak.”
- R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”
- S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.
- R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”

- S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”  
R : “Bisakah adek ikut aktif dalam Task 4 tadi?”  
S : “Iya mbak bisa.”

#### Task 5

##### Student A

- R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”  
R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”  
S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”  
S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

##### Student B

- R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”  
R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”

S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?  
 S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
 R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
 S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Student C

R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
 S : “Ya tentu saja mbak, sekalian bermain juga.”  
 R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”  
 R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalau sulit?”  
 S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
 R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?  
 S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
 R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
 S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Student D

R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
 S : “Ya tentu saja mbak, sekalian bermain juga.”  
 R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
 S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
 R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
 S : “Ya mbak.”

- R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”
- S : “Tidak, karena sudah diberikan contoh sama pak guru.”
- R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”
- S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”
- R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”
- S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Task 6

##### Student A

- R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”
- S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail, jadi tidak membuat bingung.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”
- R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”
- S : “Beliau menjelaskan tasknya dan memandu juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”
- S : “Ya mbak, soalnya dikerjakan sama-sama.”

##### Student B

- R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”
- S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail, jadi tidak membuat bingung.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”
- R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”
- S : “Beliau menjelaskan tasknya dan memandu juga.”

R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Student C

R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”  
S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”  
R : “Apakah tadi instruksinya jelas?”  
S : “Iya jelas karena detail, jadi tidak membuat bingung.”  
R : “Apakah tasknya menarik?”  
S : “Iya mbak, soalnya hal baru.”  
R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”  
S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”  
R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”  
S : “Beliau menjelaskan tasknya dan memandu juga.”  
R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Student D

R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”  
S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”  
R : “Apakah tadi instruksinya jelas?”  
S : “Iya jelas karena detail, jadi tidak membuat bingung.”  
R : “Apakah tasknya menarik?”  
S : “Iya mbak, soalnya hal baru.”  
R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”  
S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”  
R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”  
S : “Beliau menjelaskan tasknya dan memandu juga.”  
R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Task 7

##### Student A

R : “Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?”

S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?"  
 S : "Tidak mbak."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya."  
 R : "Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?"  
 S : "Ya mbak."

#### Student B

R : "Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?"  
 S : "Tidak mbak."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya."  
 R : "Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?"  
 S : "Ya mbak."

#### Student C

R : "Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."



R : “Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”  
 S : “Tidak mbak.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
 S : “Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya.”  
 R : “Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?”  
 S : “Ya mbak.”

#### Student D

R : “Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?”  
 S : “Iya bisa mbak.”  
 R : “Apakah tadi instruksi pada Task 7 sudah jelas?”  
 S : “Jelas mbak.”  
 R : “Apakah Tasknya menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”  
 S : “Tidak mbak.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
 S : “Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya.”  
 R : “Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?”  
 S : “Ya mbak.”

#### Task 8

##### Student A

R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
 S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
 R : “Apakah instruksinya jelas?”  
 S : “Ya mbak jelas.”  
 R : “Apakah kegiatan menjawab pertanyaan berdasarkan video dengan memahaminya terlebih dahulumbuat bosan?”  
 S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”  
 R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”

- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student B

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
R : “Apakah instruksinya jelas?”  
S : “Ya mbak jelas.”  
R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”  
S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”  
R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student C

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
R : “Apakah instruksinya jelas?”  
S : “Ya mbak jelas.”  
R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”

- S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”
- R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”
- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”
- R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”
- S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student D

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”
- S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”
- R : “Apakah instruksinya jelas?”
- S : “Ya mbak jelas.
- R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”
- S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”
- R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”
- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”
- R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”
- S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Task 9

##### Student A

- R : “Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks dan kemampuan berbicara adek?”
- S : “Ya, mbak.”“Karena kita bisa nonton di video cara mendeskripsikan seseorang dan mendiskusikannya dengan teman sebangku.”

R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada task 9 menarik?”  
 S : “Ya mbak seru.”  
 R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”  
 S : “Tidak, kita bisa temukan jawabannya di videonya dan saling membantu memberikan jawabannya.”  
 R : “Apa saja yang tadi Pak Guru lakukan selama kalian mengerjakan task 9?”  
 S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”  
 S : “Ya, soalnya tadi kan kami sedikit berdiskusi.”

#### Student B

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
 S : “Ya, mbak.” “Karena kita bisa nonton di video cara mendeskripsikan seseorang.”  
 R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada Task 9 menarik?”  
 S : “Ya mbak menarik.”  
 R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”  
 S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”  
 R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”  
 S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”  
 S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Student C

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
 S : “Ya, mbak.” “Karena kita bisa nonton di video cara mendeskripsikan seseorang.”  
 R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada Task 9 menarik?”  
 S : “Ya mbak menarik.”

- R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”
- S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”
- R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”
- S : “Membantu kalau ada yang bingung dan memberi komentar juga.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”
- S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Student D

- R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)
- S : “Ya, mbak.” “Karena kita bisa nonton di video cara mendeskripsikan seseorang.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya jelas mbak.”
- R : “Apakah kegiatan pada Task 9 menarik?”
- S : “Ya mbak menarik.”
- R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”
- S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”
- R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”
- S : “Membantu kalau ada yang bingung dan memberi komentar juga.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”
- S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Task 10

##### Student A

- R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaiyan dengan deskriptif text?”
- S : “Ya mbak.”
- R : ” Apakah contoh video dan instruksi yang diberikan sudah jelas dek?
- S : “Ya jelas mbak.”
- R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”
- S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”
- R : “Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?”
- S : “Tidak mbak.”

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : "Ya mbak"

R : "Apakah adek bisa aktif berkomunikasi dikelas?"

S : "Ya mbak, tentu saja."

#### Student B

R : "Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaitan dengan deskriptif text?"

S : "Ya mbak."

R : "Apakah contoh video dan instruksi yang diberikan sudah jelas dek?"

S : "Ya jelas mbak."

R : "Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?"

S : "Ya menarik mbak, soalnya ini semua baru bagi kita."

R : "Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?"

S : "Tidak mbak."

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : "Ya mbak"

R : "Apakah adek bisa aktif berkomunikasi dikelas?"

S : "Ya mbak, tentu saja."

#### Student C

R : "Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaitan dengan deskriptif text?"

S : "Ya mbak."

R : "Apakah contoh video dan instruksi yang diberikan sudah jelas dek?"

S : "Ya jelas mbak."

R : "Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?"

S : "Ya menarik mbak, soalnya ini semua baru bagi kita."

R : "Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?"

S : "Tidak mbak."

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tentu saja.”

#### Student D

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaiyan dengan deskriptif text?”  
S : “Ya mbak.”  
R : “Apakah contoh video dan instruksi yang diberikan sudah jelas dek?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
R : “Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?”  
S : “Tidak mbak.”  
R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tentu saja.”

#### Task 11

##### Student A

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student B

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student C

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student D

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”



S : "Instruksinya jelas, mainannya juga menyenangkan."  
 R : "Apakah Task 11 menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?"  
 S : "Tidak, malah bisa lebih mengerti dan mandiri."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?"  
 S : "Memandu dan memberi arahan."  
 R : "Apakah adek bisa aktif dalam permainan di Task 11 tadi?"  
 S : "Ya mbak."

#### Task 12

##### Student A

R : "Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?"  
 S : "Iya mbak."  
 R : "Apakah instruksinya jelas?"  
 S : "Ya jelas mbak."  
 R : "Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?"  
 S : "Tidak, malah berbeda dari task biasanya."  
 R : "Apakah mendeskripsikan teman secara individu terlalu sulit?"  
 S : "Tidak karena tinggal menyebutkan ciri-cirinya."  
 R : "Apakah tadi adek bisa aktif berkomunikasi dengan teman dan guru?"  
 S : "Iya mbak."  
 R : "Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?"  
 S : "Iya mbak terutama grammar dan penyusunan katanya."

##### Student B

R : "Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?"  
 S : "Iya mbak."  
 R : "Apakah instruksinya jelas?"  
 S : "Ya jelas mbak."  
 R : "Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?"  
 S : "Tidak, malah berbeda dari task biasanya."

R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”

#### Student C

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah instruksinya jelas?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?”  
S : “Tidak, malah berbeda dari task biasanya.”  
R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”

#### Student D

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah instruksinya jelas?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?”  
S : “Tidak, malah berbeda dari task biasanya.”  
R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Iya mbak.  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”  
Task 13 (Homework)

Student A

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampiakan secara individu di depan kelas terlau sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student B

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampiakan secara individu di depan kelas terlau sulit dilakukan?”  
S : “Tidak dan menyenangkan.”

R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student C

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampaikan secara individu di depan kelas terlalu sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student D

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampaikan secara individu di depan kelas terlalu sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”

S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

## **INTERVIEW – UNIT 2 TRY OUT 2**

#### Interview 4

#### Try Out 2 Unit 2

##### Task 1

##### Student A

- R : "Mbak, ingin menanyakan pendapat adek tentang task 1."
- S : "Iya mbak, mudah dimengerti."
- R : "Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?"
- S : "IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi."  
: "Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?"
- S : "Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja."
- R : "Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?"
- S : "Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu."
- R : "Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?"
- S : "Iya mbak."
- R : "Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?"
- S : "Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya."
- R : "Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?"
- S : "Iya mbak, bahkan tadi kata *"face"* sampai diulang 3 kali karena masih ada yang kurang tepat."
- R : "Apakah tadi adek bisa ikut aktif dalam pembelajaran?"
- S : "Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya."

##### Student B

- R : "Mbak, ingin menanyakan pendapat adek tentang task 1."
- S : "Iya mbak, mudah dimengerti."

- R : “Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?”
- S : “IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi.”  
: “Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?”
- S : “Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja.”
- R : “Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?”
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu.”
- R : “Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?”
- S : “ Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?”
- S : “Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : “Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?”
- S : “Iya mbak, bahkan tadi kata “*face*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “ Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “ Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya.”

#### Student C

- R : “Mbak, ingin menanyakan pendapat adek tentang task 1.”
- S : “Iya mbak, mudah dimengerti.”
- R : “Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?”
- S : “IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi.”  
: “Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?”



- S : "Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja."
- R : "Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?"
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu."
- R : "Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?"
- S : "Iya mbak."
- R : "Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?"
- S : "Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : "Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?"
- S : "Iya mbak, bahkan tadi kata "*face*" sampai diulang 3 kali karena masih ada yang kurang tepat."
- R : "Apakah tadi adek bisa ikut aktif dalam pembelajaran?"
- S : "Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya."

#### Student D

- R : "Mbak, ingin menanyakan pendapat adek tentang task 1."
- S : "Iya mbak, mudah dimengerti."
- R : "Apakah adek menyebutkan bagian-bagian wajah dari temanmu setelah menonton vidionya tadi?"
- S : "IyaMbak.Soalnya tadi sudah terlihat gambar-gambarnya di vidio yang diputar tadi."  
: "Apakah adik bisa menyebutkan setiap kosa katanya tadi dengan mudah dan tepat?"
- S : "Iya mbak, karena tadi sudah diberi contoh dalam videonya dan tinggal mengulangnya saja."
- R : "Apakah kata-katanya dalam video tadi jelas dan mudah dimengerti?"
- S : Iya mbak, tapi ada beberapa kata yang saya tidak tahu artinya. Jadi tadi harus tanya teman dulu."
- R : "Apakah adek dan teman-teman adik dapat mengikuti kegiatan task 1 dengan baik?"

- S : “Iya mbak.”
- R : “Apakah ada kesulitan melafalkan kata-katanya secara bergantian dengan teman sebangku tadi?”
- S : “Tidak, kalau bergantian jadi bisa saling memberi koreksi mbak, juga tidak ada rasa takut salah melafalkannya.
- R : “Apakah Pak Guru memberi contoh melafalkan kata yang benar seperti apa?”
- S : “Iya mbak, bahkan tadi kata “*face*” sampai diulang 3 kali karena masih ada yang kurang tepat.”
- R : “Apakah tadi adek bisa ikut aktif dalam pembelajaran?”
- S : “Ya mbak. Kita tadi bisa menyebutkan bagian-bagian wajah teman sebangku dengan mudah setelah menonton vidionya.”

## Task 2

### Student A

- R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”
- S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”
- R : “Apakah tasknya jelas?”
- S : “Ya, Tasknya jelas, dan sangat menarik.”
- R : “Apakah adik bisa berdiskusi dengan baik tadi?”
- S : “Ya mbak.”
- R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”
- S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”
- R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”
- S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”
- R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”
- S : Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.

### Student B

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”

S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”

R : “Apakah tasknya jelas?”

S : “Ya, Tasknya jelas, dan sangat menarik.”

R : “Apakah adik bisa berdiskusi dengan baik tadi?”

S : “Ya mbak.”

R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”

S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”

R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”

S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”

R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”

S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Student C

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”

S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”

R : “Apakah tasknya jelas?”

S : “Ya, Tasknya jelas, dan sangat menarik.”

R : “Apakah adik bisa berdiskusi dengan baik tadi?”

S : “Ya mbak.”

R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”

S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”

R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”

S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”

R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”

S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Student D

R : “Apakah adik merasa tertarik menjawab semua pertanyaan task 2?”  
S : “Ya mbak. Karena tasknyagampang dantinggal menyesuaikan dengan gambarnya”. “Selain itu juga tadi udah ada contohnya dalam vidionya.”  
R : “Apakah tasknya jelas?”  
S : “Ya, Tasknya jelas, dan sangat menarik.”  
R : “Apakah adik bisa berdiskusi dengan baik tadi?”  
S : “Ya mbak.”  
R : “Apakah ada kesulitan mencari jawaban dengan berdiskusi dengan teman dan menjawab secara individu?”  
S : “Tidak mbak, malah memudahkan kita mencari jawabnya, meski setelah itu kita menyampaikan secara individu.”  
R : “Apakah tadi Pak Guru memberikan komentar atau saran setelah adik memberikan jawaban?”  
S : “Ya tentu dong, kan memberi koreksi kalau ada kesalahan mbak.”  
R : “Apakah adek bisa aktif berkomunikasi dengan guru dan teman?”  
S : “Ya mbak, jadi tidak cuma menulis jawaban saja, tapi juga menyampaikannya.”

#### Task 3

##### Student A

R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”  
S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”  
R : “Apakah melafalkan secara individunyamenarik?”  
S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”  
R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”  
S : ” Tidak mbak.”  
R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”  
S : “Tidak kok mbak, asik-asik saja.”  
R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”

- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student B

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individunyamenarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : ” Tidak mbak.”
- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student C

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individunyamenarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : ” Tidak mbak.”

- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Student D

- R : “Apakah Task 3 bisa menjadi contoh belajar pelafalan kosa kata yang menarik?”
- S : “Iya mbak jadi tau sekarang simbol-simbol pelafalan (*phonetic symbols*).”
- R : “Apakah melafalkan secara individu menarik?”
- S : “Ya mbak menarik, jadi bisa melafalkan kosa kata dengan tepat dan benar.”
- R : “Apakah kegiatan melafalkan setiap kata dan memberikan contohnya membuat bosan?”
- S : “Tidak mbak.”
- R : “Apakah adek mengalami kesulitan melakukan aktivitas di Task 3 secara individu?”
- S : “Tidak kok mbak, asik-asik saja.”
- R : “Apa saja yang telah Pak Guru lakukan saat kalian melakukan aktifitas pada Task 3?”
- S : “Beliau tadi memberikan koreksi jika ada kesalahan dalam pelafalan kosa katanya.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya, waktu melafalkan kosa katanya dan bila ada kesulitan dalam pelafalannya.”

#### Task 4

##### Student A

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”

S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”

R : “Apakah video yang disediakan jelas?”

S : “Ya mbak jelas dan mudah dipahami.”

R : “Apakah kegiatan pada Task 4 menarik?”

S : “Ya, menarik mbak.”

R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”

S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.

R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”

S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”

R : “Bisakah adek ikut aktif dalam Task 4 tadi?”

S : “Iya mbak bisa.”

#### Student B

R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”

S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”

R : “Apakah video yang disediakan jelas?”

S : “Ya mbak jelas dan mudah dipahami.”

R : “Apakah kegiatan pada Task 4 menarik?”

S : “Ya, menarik mbak.”

R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”

S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.

R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”

S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”

R : “Bisakah adek ikut aktif dalam Task 4 tadi?”

S : “Iya mbak bisa.”

Student C

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”
- S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya mbak jelas dan mudah dipahami.”
- R : “Apakah kegiatan pada Task 4 menarik?”
- S : “Ya, menarik mbak.”
- R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”
- S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.
- R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”
- S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”
- R : “Bisakah adek ikut aktif dalam Task 4 tadi?”
- S : “Iya mbak bisa.”

Student D

- R : “Apakah Task 4 dapat menambah pemahaman adik tentang cara mendeskripsikan bentuk-bentuk tertentu?”
- S : “Setelah mengerjakan Task 4 tadi, jadi lebih tau dan menambah kosa kata bentuk-bentuk tertentu.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya mbak jelas dan mudah dipahami.”
- R : “Apakah kegiatan pada Task 4 menarik?”
- S : “Ya, menarik mbak.”
- R : “Apakah melafalkan kosa kata yang berkaitan dengan bentuk-bentuk tertentu secara individu terlalu sulit?”
- S : “Ya, lumayan kalau sendiri jadi bisa lebih tahu bagaimana pelafalan yang tepat dan menambah kosa kata berkaitan dengan bentuk – bentuk tertentu.
- R : “Apa saja yang tadi Pak Guru lakukan selama melakukan kegiatan pada Task 4?”



- S : “Memperhatikan pelafalan kita dan memberikan koreksi jika ada kesalahan dalam pelafalan bentuk-bentuk tertentu dengan berkeliling kelas.”  
R : “Bisakah adek ikut aktif dalam Task 4 tadi?”  
S : “Iya mbak bisa.”

#### Task 5

##### Student A

- R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”  
R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”  
S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”  
S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

##### Student B

- R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”  
R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”

S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?  
S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Student C

R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”  
R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalau sulit?”  
S : “Tidak, karen sudah diberikan contoh sama pak guru.”  
R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?  
S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”  
R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”  
S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Student D

R : “Apakah permainan di Task 5 bisa membantu adek meningkatkan kepercayaan diri dan menambah kosa kata adek?”  
S : “Ya tentu saja mbak, sekalian bermain juga.”  
R : “Menurut adek apakah instruksi dalam task 5 sudah cukup jelas dan menarik?”  
S : “Sudah jelas mabk, tapi ya itu tadi diperjelas lagi mbak instruksinya, dikerjakan bergiliran atau tidak.”  
R : “Apakah kegiatan tadi menyenangkan dan dapat diikuti dengan baik?”  
S : “Ya mbak.”

- R : “Apakah permainan menyebutkan bagian-bagian tubuh secara bergantian tertentu secara individu dan bergantian terlalu sulit?”
- S : “Tidak, karena sudah diberikan contoh sama pak guru.”
- R : “Apa yang sudah Pak Guru tadi lakukan selama kalian mengerjakan Task 5?”
- S : “Membantu mengecek pengucapan dan memberikan koreksi jika kita ada kesalahan pengucapan.”
- R : “Apakah tadi adek bisa aktif berinteraksi di kelas?”
- S : “Yalah mbak, kan gamenya seru, jadi bisa bermain sambil belajar.”

#### Task 6

##### Student A

- R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”
- S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail, jadi tidak membuat bingung.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”
- R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”
- S : “Beliau menjelaskan tasknya dan memandu juga.”
- R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”
- S : “Ya mbak, soalnya dikerjakan sama-sama.”

##### Student B

- R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”
- S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”
- R : “Apakah tadi instruksinya jelas?”
- S : “Iya jelas karena detail, jadi tidak membuat bingung.”
- R : “Apakah tasknya menarik?”
- S : “Iya mbak, soalnya hal baru.”
- R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”
- S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”
- R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”
- S : “Beliau menjelaskan tasknya dan memandu juga.”

R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Student C

R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”  
S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”  
R : “Apakah tadi instruksinya jelas?”  
S : “Iya jelas karena detail, jadi tidak membuat bingung.”  
R : “Apakah tasknya menarik?”  
S : “Iya mbak, soalnya hal baru.”  
R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”  
S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”  
R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”  
S : “Beliau menjelaskan tasknya dan memandu juga.”  
R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Student D

R : “Apakah dengan menonton video pada Task 6 membuat adek lebih tahu tentang deskriptif text?”  
S : “Iya mbak, tadi juga bisa berdiskusi dengan teman.”  
R : “Apakah tadi instruksinya jelas?”  
S : “Iya jelas karena detail, jadi tidak membuat bingung.”  
R : “Apakah tasknya menarik?”  
S : “Iya mbak, soalnya hal baru.”  
R : “Apakah ada kesulitan dalam berdiskusi bersama teman tadi?”  
S : “Tidak, justru lebih mudah kalau dikerjakan sama-sama.”  
R : “Apa yang dilakukan Pak Guru tadi selama kalian mengerjakan Task 6?”  
S : “Beliau menjelaskan tasknya dan memandu juga.”  
R : “Apakah adek ikut berperan aktif waktu menyelesaikan Task 6 tadi?”  
S : “Ya mbak, soalnya dikerjakan sama-sama.”

#### Task 7

##### Student A

R : “Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?”

S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?"  
 S : "Tidak mbak."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya."  
 R : "Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?"  
 S : "Ya mbak."

#### Student B

R : "Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?"  
 S : "Tidak mbak."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?"  
 S : "Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya."  
 R : "Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?"  
 S : "Ya mbak."

#### Student C

R : "Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?"  
 S : "Iya bisa mbak."  
 R : "Apakah tadi instruksi pada Task 7 sudah jelas?"  
 S : "Jelas mbak."  
 R : "Apakah Tasknya menarik?"  
 S : "Iya menarik mbak."

R : “Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”  
 S : “Tidak mbak.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
 S : “Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya.”  
 R : “Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?”  
 S : “Ya mbak.”

#### Student D

R : “Apakah dengan Task 7 tadi adik bisa tahu bagaimana mendeskripsikan seseorang dan berinteraksi dengan teman?”  
 S : “Iya bisa mbak.”  
 R : “Apakah tadi instruksi pada Task 7 sudah jelas?”  
 S : “Jelas mbak.”  
 R : “Apakah Tasknya menarik?”  
 S : “Iya menarik mbak.”  
 R : “Apakah ada kesulitan menyelesaikan Task 7 tadi secara individu?”  
 S : “Tidak mbak.”  
 R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 7?”  
 S : “Beliau membantu saat ada kesulitan. Beliau juga memberi penjelasan dan memandu mengerjakan tasknya.”  
 R : “Apakah adek bisa aktif dalam kelas selama mengerjakan Task 7 tadi?”  
 S : “Ya mbak.”

#### Task 8

##### Student A

R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
 S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
 R : “Apakah instruksinya jelas?”  
 S : “Ya mbak jelas.”  
 R : “Apakah kegiatan menjawab pertanyaan berdasarkan video dengan memahaminya terlebih dahulumbuat bosan?”  
 S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”  
 R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”

- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student B

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
R : “Apakah instruksinya jelas?”  
S : “Ya mbak jelas.”  
R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”  
S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”  
R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”  
S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”  
S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”  
R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”  
S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student C

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”  
S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”  
R : “Apakah instruksinya jelas?”  
S : “Ya mbak jelas.”  
R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”

- S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”
- R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”
- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”
- R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”
- S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Student D

- R : “Apakah Task 8 bisa meningkatkan kemampuan adek memahami deskriptif teks?”
- S : “Iya mbak, soalnya harus menjawab dengan memahami video berkaitan dengan deskriptif teks.”
- R : “Apakah instruksinya jelas?”
- S : “Ya mbak jelas.
- R : “Apakah kegiatan menjawab pertanyaan berdasarkan vidio dengan memahaminya terlebih dahulumembuat bosan?”
- S : “Tentu tidak.”“Malah meningkatkan pemahaman mengenai deskriptif teks mbak.”
- R : “Apakah menjawab pertanyaan secara individu terlalu sulit?”
- S : “Tidak mbak, karena menambah kemampuan pemahaman kita.”
- R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat menjawab task 8?”
- S : “Iya mbak, kita juga diminta memberikan alasan jawaban kita tadi.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru tadi?”
- S : “Iya mbak, karena tadi sedikit tanya jawab dengan Pak Guru waktu menyampaikna jawaban dengan teman juga.”

#### Task 9

##### Student A

- R : “Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks dan kemampuan berbicara adek?”
- S : “Ya, mbak.”“Karena kita bisa nonton di video cara mendeskripsikan seseorang dan mendiskusikannya dengan teman sebangku.”



R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada task 9 menarik?”  
 S : “Ya mbak seru.”  
 R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan terlalu sulit?”  
 S : “Tidak, kita bisa temukan jawabannya di videonya dan saling membantu memberikan jawabannya.”  
 R : “Apa saja yang tadi Pak Guru lakukan selama kalian mengerjakan task 9?”  
 S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”  
 S : “Ya, soalnya tadi kan kami sedikit berdiskusi.”

#### Student B

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
 S : “Ya, mbak.”“Karena kita bisa nonton di video cara mendeskripsikan seseorang.”  
 R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada Task 9 menarik?”  
 S : “Ya mbak menarik.”  
 R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”  
 S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”  
 R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”  
 S : “Membantu kalau ada yang bingung dan memberi komentar juga.”  
 R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”  
 S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Student C

R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)  
 S : “Ya, mbak.”“Karena kita bisa nonton di video cara mendeskripsikan seseorang.”  
 R : “Apakah video yang disediakan jelas?”  
 S : “Ya jelas mbak.”  
 R : “Apakah kegiatan pada Task 9 menarik?”  
 S : “Ya mbak menarik.”

- R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”
- S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”
- R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”
- S : “Membantu kalau ada yang bingung dan memberi komentar juga.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”
- S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Student D

- R : Apakah task 9 dapat menambah pemahaman adik tentang deskriptif teks?)
- S : “Ya, mbak.” “Karena kita bisa nonton di video cara mendeskripsikan seseorang.”
- R : “Apakah video yang disediakan jelas?”
- S : “Ya jelas mbak.”
- R : “Apakah kegiatan pada Task 9 menarik?”
- S : “Ya mbak menarik.”
- R : “Apakah menjawab pertanyaan berdasarkan video secara berpasangan dengan berdiskusi terlalu sulit?”
- S : “Tidak, kita bisa temukan jawabannya di videonya dan berdiskusi.”
- R : “Apa saja yang tadi Pak Guru lakukan selama adek mengerjakan task 9?”
- S : “Membantu kalau ada yang bingung dan memberi komentar juga.”
- R : “Apakah adek bisa aktif berkomunikasi dengan teman dan guru?”
- S : “Ya, tadi kan kami sedikit berdiskusi.”

#### Task 10

##### Student A

- R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaiyan dengan deskriptif text?”
- S : “Ya mbak.”
- R : ” Apakah contoh video dan instruksi yang diberikan sudah jelas dek?
- S : “Ya jelas mbak.”
- R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”
- S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”
- R : “Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?”
- S : “Tidak mbak.”

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : "Ya mbak"

R : "Apakah adek bisa aktif berkomunikasi dikelas?"

S : "Ya mbak, tentu saja."

#### Student B

R : "Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaitan dengan deskriptif text?"

S : "Ya mbak."

R : "Apakah contoh video dan instruksi yang diberikan sudah jelas dek?"

S : "Ya jelas mbak."

R : "Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?"

S : "Ya menarik mbak, soalnya ini semua baru bagi kita."

R : "Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?"

S : "Tidak mbak."

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : "Ya mbak"

R : "Apakah adek bisa aktif berkomunikasi dikelas?"

S : "Ya mbak, tentu saja."

#### Student C

R : "Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaitan dengan deskriptif text?"

S : "Ya mbak."

R : "Apakah contoh video dan instruksi yang diberikan sudah jelas dek?"

S : "Ya jelas mbak."

R : "Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?"

S : "Ya menarik mbak, soalnya ini semua baru bagi kita."

R : "Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?"

S : "Tidak mbak."

R : Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?"

S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tentu saja.”

#### Student D

R : “Apakah task 10 dapat meningkatkan komunikasi dan keterampilan berbicara adek berkaiyan dengan deskriptif text?”  
S : “Ya mbak.”  
R : “Apakah contoh video dan instruksi yang diberikan sudah jelas dek?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatannya dapat melatih kemampuan berbicara dan menarik untuk dilakukan?”  
S : “Ya menarik mbak, soalnya ini semua baru bagi kita.”  
R : “Apakah mengerjakan tugas ini secara individu sudah sulit untuk dilakukan?”  
S : “Tidak mbak.”  
R : “Apakah Pak Guru tadi memberi penjelasan dan mengajari jika ada kesulitan?”  
S : “Ya mbak”  
R : “Apakah adek bisa aktif berkomunikasi dikelas?”  
S : “Ya mbak, tentu saja.”

#### Task 11

##### Student A

R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student B

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student C

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”  
S : “Instruksinya jelas, permainannya juga menyenangkan.”  
R : “Apakah Task 11 menarik?”  
S : “Iya menarik mbak.”  
R : “Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?”  
S : “Tidak, malah bisa lebih mengerti dan mandiri.”  
R : “Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?”  
S : “Memandu dan memberi arahan.”  
R : “Apakah adek bisa aktif dalam permainan di Task 11 tadi?”  
S : “Ya mbak.”

Student D

- R : “Apakah dengan Task 11 tadi, adek bisa lebih memahami deskriptif teks?”  
S : “Iya mbak karena kita diminta untuk belajar mendeskripsikan wajah-wajah teman kita di depan kelas.”  
R : “Apakah tadi instruksi permainannya jelas?”

S : "Instruksinya jelas, mainannya juga menyenangkan."  
 R : "Apakah Task 11 menarik?"  
 S : "Iya menarik mbak."  
 R : "Apakah tadi ada kesulitan menyelesaikan Task 11 secara individu?"  
 S : "Tidak, malah bisa lebih mengerti dan mandiri."  
 R : "Apa yang Pak guru lakukan selama kalian menyelesaikan task 11?"  
 S : "Memandu dan memberi arahan."  
 R : "Apakah adek bisa aktif dalam permainan di Task 11 tadi?"  
 S : "Ya mbak."

#### Task 12

##### Student A

R : "Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?"  
 S : "Iya mbak."  
 R : "Apakah instruksinya jelas?"  
 S : "Ya jelas mbak."  
 R : "Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?"  
 S : "Tidak, malah berbeda dari task biasanya."  
 R : "Apakah mendeskripsikan teman secara individu terlalu sulit?"  
 S : "Tidak karena tinggal menyebutkan ciri-cirinya."  
 R : "Apakah tadi adek bisa aktif berkomunikasi dengan teman dan guru?"  
 S : "Iya mbak."  
 R : "Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?"  
 S : "Iya mbak terutama grammar dan penyusunan katanya."

##### Student B

R : "Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?"  
 S : "Iya mbak."  
 R : "Apakah instruksinya jelas?"  
 S : "Ya jelas mbak."  
 R : "Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?"  
 S : "Tidak, malah berbeda dari task biasanya."

R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”

#### Student C

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah instruksinya jelas?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?”  
S : “Tidak, malah berbeda dari task biasanya.”  
R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”  
S : “Iya mbak.”  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”

#### Student D

R : “Apakah game task 12 bisa menjadi contoh penggunaan grammar yang diajarkan?”  
S : “Iya mbak.”  
R : “Apakah instruksinya jelas?”  
S : “Ya jelas mbak.”  
R : “Apakah kegiatan mendeskripsikan binatang teman di depan kelas membosankan?”  
S : “Tidak, malah berbeda dari task biasanya.”  
R : “Apakah mendeskripsikan teman secara individu terlalu sulit?”  
S : “Tidak karena tinggal menyebutkan ciri-cirinya.”  
R : “Apakah tadiadek bisa aktif berkomunikasi dengan teman dan guru?”

S : “Iya mbak.  
R : “Apakah Pak Guru memberikan komentar atau merevisi kesalahan adik saat mendeskripsikan di depan kelas?”  
S : “Iya mbak terutama grammar dan penyusunan katanya.”  
Task 13 (Homework)

Student A

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampiakan secara individu di depan kelas terlau sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student B

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampiakan secara individu di depan kelas terlau sulit dilakukan?”  
S : “Tidak dan menyenangkan.”



R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student C

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampaikan secara individu di depan kelas terlalu sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”  
S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

Student D

R : “Apakah task 13 dapat membantu adek belajar mendeskripsikan seseorang dengan tepat dan benar?”  
S : “Ya, tentu.”  
R : “Apakah instruksi yang diberikan cukup jelas?”  
S : “Ya, mbak.”  
R : “Apakah mendeskripsikan salah satu anggota keluarga, artis idola, teman atau tetangga sulit dilakukan?”  
S : “Tidak, karena kita sering ketemu.”  
R : “Apakah mendeskripsikan seseorang dan menyampaikan secara individu di depan kelas terlalu sulit dilakukan?”  
S : “Tidak dan menyenangkan.”  
R : “Apakah Pak Guru tadi memberikan penjelasan atau komentar mengenai deskripsi kalian?”

S : “Ya, mbak, memberikan koreksi juga tadi.”  
R : “Apakah adek bisa aktif berkomunikasi tadi?”  
S : “Ya mbak, kan tadi menyampaikan di depan kelas juga.”

**APPENDIX G**  
**LETTERS**



## ( BAPPEDA )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

### SURAT IZIN

Nomor : 070 / Bappeda / 0138 / 2010

#### TENTANG PENELITIAN

#### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Menunjuk : Surat dari an. Dekan, Pembantu Dekan I Fak. Bahasa & Seni Univ Negeri Yogyakarta Nomor: 1127/H.34.12/PP/XII/2009 Tanggal: 22 Desember 2009. Hal: Izin Penelitian

#### MENGIZINKAN :

- Kepada :  
Nama : **ARI ROSIANA**  
No. Mhs/NIM/NIP/NIK : 05202244182  
Program/Tingkat : S I  
Instansi/Perguruan Tinggi : U N Y  
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Jl. Weling CT VIII/108 A Karanggayam Depok Sleman  
No. Telp/HP : 085643213224  
Untuk : Mengadakan penelitian dengan judul :  
“ **DESIGNING VIDEO-BASED TASKS IN TEACHING DESCRIPTIVE TEXT FOR GRADE VII STUDENTS OF SMP NEGERI 5 DEPOK**”
- Lokasi : SMP Negeri 5 Depok  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 22 Januari 2010 s/d 22 April 2010.

#### Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian sebanyak 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 22 Januari 2010

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bid. Pengendalian & Evaluasi  
u.b. Ka. Sub Bid. Litbang

Dra. Suci Iriani Sinuraya, M.Si, MM.  
NIP. 19630112 198903 2 003

#### Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan Kab. Sleman
4. Ka. Bid. Sosbud. Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ka. SMP Negeri 5 Depok
7. Dekan Fak. Bahasa & Seni-UNY
8. Pertinggal.



**JADWAL PELAJARAN SMP NEGERI 5 DEPOK SLEMAN**  
**TAHUN PELAJARAN 2009/2010 SEMESTER 2**

| Jam       | Waktu         | SENIN    |         |    |        |         |    |    |        |    | SELASA   |    |      |      |    |         |      |    |    | RABU    |      |         |      |    |    |         |    |  |
|-----------|---------------|----------|---------|----|--------|---------|----|----|--------|----|----------|----|------|------|----|---------|------|----|----|---------|------|---------|------|----|----|---------|----|--|
|           |               | VII      |         |    | VIII   |         |    | IX |        |    | VII      |    |      | VIII |    |         | IX   |    |    | VII     |      |         | VIII |    |    | IX      |    |  |
|           |               | 7A       | 7B      | 7C | 8A     | 8B      | 8C | 9A | 9B     | 9C | 7A       | 7B | 7C   | 8A   | 8B | 8C      | 9A   | 9B | 9C | 7A      | 7B   | 7C      | 8A   | 8B | 8C | 9A      | 9B |  |
| 1         | 07.00 - 07.40 | UPACARA  |         |    |        |         |    |    |        |    | 4        | 2  | 8    | 14   | 34 | 9.11.20 | 3    | 1  | 24 | 2       | 6.10 | 9.11.20 | 8    | 24 | 14 | 1       | 3  |  |
| 2         | 07.40 - 08.20 | 14       | 2       | 23 | 5      | 9.11.20 | 10 | 4  | 19     | 17 | 4        | 2  | 8    | 14   | 34 | 9.11.20 | 3    | 1  | 24 | 2       | 6.10 | 9.11.20 | 8    | 24 | 14 | 1       | 3  |  |
| 3         | 08.20 - 09.00 | 14       | 2       | 23 | 5      | 9.11.20 | 10 | 4  | 19     | 17 | 11       | 23 | 19   | 34   | 14 | 2.9.18  | 17   | 22 | 21 | 9.11.20 | 27   | 23      | 6.10 | 5  | 19 | 14      | 17 |  |
| Istirahat |               |          |         |    |        |         |    |    |        |    |          |    |      |      |    |         |      |    |    |         |      |         |      |    |    |         |    |  |
| 4         | 09.15 - 09.55 | 6.10     | 9.11.20 | 8  | 2.5.18 | 24      | 13 | 22 | 21     | 3  | 11       | 23 | 19   | 34   | 14 | 2.9.18  | 17   | 22 | 21 | 9.11.20 | 27   | 12      | 6.10 | 5  | 19 | 14      | 17 |  |
| 5         | 09.55 - 10.35 | 6.10     | 9.11.20 | 8  | 2.5.18 | 24      | 13 | 22 | 21     | 3  | 2        | 18 | 12   | 5    | 24 | 34      | 9.20 | 17 | 19 | 27      | 12   | 4       | 18   | 8  | 10 | 5.20.30 | 24 |  |
| 6         | 10.35 - 11.15 | 23       | 11      | 2  | 4      | 6.10    | 21 | 24 | 3.5.20 | 12 | 2        | 21 | 6.10 | 24   | 5  | 34      | 9.20 | 17 | 19 | 27      | 12   | 4       | 18   | 8  | 10 | 5.20.30 | 24 |  |
| Istirahat |               |          |         |    |        |         |    |    |        |    |          |    |      |      |    |         |      |    |    |         |      |         |      |    |    |         |    |  |
| 7         | 11.30 - 12.10 | 23       | 11      | 2  | 4      | 6.10    | 21 | 24 | 3.5.20 | 18 | 12       | 21 | 6.10 | 24   | 5  | 18      |      |    |    |         |      |         |      |    |    |         |    |  |
| Piket     |               | 12.21.22 |         |    |        |         |    |    |        |    | 10.19.25 |    |      |      |    |         |      |    |    | 18.24   |      |         |      |    |    |         |    |  |

| Jam       | Waktu         | KAMIS   |    |    |         |    |    |      |    |      | JUMAT                              |    |    |      |        |    |    |    |        | SABTU    |          |          |          |    |          |          |      |    |    |      |  |
|-----------|---------------|---------|----|----|---------|----|----|------|----|------|------------------------------------|----|----|------|--------|----|----|----|--------|----------|----------|----------|----------|----|----------|----------|------|----|----|------|--|
|           |               | VII     |    |    | VIII    |    |    | IX   |    |      | VII                                |    |    | VIII |        |    | IX |    |        | VII      |          |          | VIII     |    |          | IX       |      |    |    |      |  |
|           |               | 7A      | 7B | 7C | 8A      | 8B | 8C | 9A   | 9B | 9C   | 7A                                 | 7B | 7C | 8A   | 8B     | 8C | 9A | 9B | 9C     | 7A       | 7B       | 7C       | 8A       | 8B | 8C       | 9A       | 9B   |    |    |      |  |
| 1         | 07.00 - 07.40 | 27      | 19 | 7  | 9.11.20 | 18 | 12 | 6.10 | 14 | 22   | Pembinaan, SKJ, 7K                 |    |    |      |        |    |    |    |        | 2        | 12.17.26 | 7        | 5        | 8  | 6.10     | 22       | 9.20 |    |    |      |  |
| 2         | 07.40 - 08.20 | 27      | 19 | 7  | 9.11.20 | 34 | 4  | 6.10 | 14 | 22   | 23                                 | 11 | 14 | 12   | 2.9.18 | 10 | 18 | 4  | 17     | 11       | 12.17.26 | 7        | 5        | 8  | 6.10     | 21.28.29 | 9.20 |    |    |      |  |
| 3         | 08.20 - 09.00 | 12      | 14 | 2  | 24      | 34 | 4  | 22   | 3  | 9.20 | 19                                 | 11 | 14 | 24   | 2.9.18 | 13 | 7  | 4  | 3.5.20 | 11       | 4        | 12       | 18       | 5  | 8        | 21.28.29 | 17   |    |    |      |  |
| Istirahat |               |         |    |    |         |    |    |      |    |      |                                    |    |    |      |        |    |    |    |        |          |          |          |          |    |          |          |      |    |    |      |  |
| 4         | 09.15 - 09.55 | 12      | 14 | 2  | 19      | 21 | 34 | 22   | 3  | 9.20 | 19                                 | 23 | 2  | 24   | 12     | 13 | 7  | 18 | 3.5.20 | 12.17.26 | 4        | 23       | 21.28.29 | 18 | 8        | 19       | 22   |    |    |      |  |
| 5         | 09.55 - 10.35 | 23      | 27 | 18 | 19      | 21 | 34 | 12   | 7  | 3    | 3.6.8.9.10.14.18.20.23.31.33.34.35 |    |    |      |        |    |    |    |        | 17       | 22       | 7        | 12.17.26 | 2  | 23       | 21.28.29 | 18   | 13 | 19 | 22   |  |
| 6         | 10.35 - 11.15 | 23      | 27 | 21 | 34      | 4  | 8  | 17   | 7  | 3    | 3.6.8.9.10.14.18.20.23.31.33.34.35 |    |    |      |        |    |    |    |        | 17       | 12       | 7        | 21.28.29 | 23 | 12.17.26 | 8        | 19   | 18 | 3  | 6.10 |  |
| Istirahat |               |         |    |    |         |    |    |      |    |      | SHOLAT JUMAT                       |    |    |      |        |    |    |    |        |          |          |          |          |    |          |          |      |    |    |      |  |
| 7         | 11.30 - 12.10 | 18      | 12 | 21 | 34      | 4  | 8  |      |    |      | Praktek PA                         |    |    |      |        |    |    |    |        | 21.28.29 | 23       | 12.17.26 | 8        | 19 | 18       | 3        | 6.10 |    |    |      |  |
| Piket     |               | 8.17,23 |    |    |         |    |    |      |    |      | 3.11                               |    |    |      |        |    |    |    |        | 4.20,27  |          |          |          |    |          |          |      |    |    |      |  |

**KETERANGAN :**

|    |                        |                  |    |                      |                  |    |                       |                    |
|----|------------------------|------------------|----|----------------------|------------------|----|-----------------------|--------------------|
| 1  | Drs. Susiyanto, M. Pd. | BP/BK            | 13 | H. Sokiman, S. Pd    | Matematika       | 25 | Siwi Swandari, S. Ag  | PA. Hindu          |
| 2  | Dra. Hj. Samiyatun     | Matematika + TIK | 14 | Tri Wiryaniti, S. Pd | Penjasorkes      | 26 | Sulartiningih, S. Pd  | BP/BK KI.9 + TIK   |
| 3  | Dra. Agatha Luslati    | B. Indo. + TIK   | 15 | H. Solikhin, S. Pd   | BP/BK KI.8       | 27 | Rismiyati, S. Pd.     | IPA Biologi        |
| 4  | Dra. Djuhariah         | B. Jawa          | 16 | Drs. Waskito S       | BP/BK KI.7/kord. | 28 | E. Sukmono Aji, S. Ag | PA. Kaplik         |
| 5  | Rm. Sri Nugroho, S. Pd | Matematika + TIK | 17 | Mur Soifah, S. Pd    | Matematika + TIK | 29 | Ngatdian              | PA. Kalsitr        |
| 6  | Martinah, S. Pd        | PKK              | 18 | Tri Harini, S. Pd    | IPS + TIK        | 30 | Eva Vera Santi, S. Pd | IPS Geografi + TIK |
| 7  | Hj. Waginah, S. Pd     | IPA Biologi      | 19 | Suknawati, S. Pd.    | PKn + TIK        | 31 | Desi Andhini, S. Pd   | Penjasorkes        |
| 8  | Dwi Widastuti, S. Pd   | B. Indonesia     | 20 | H. Dwiyanta, S. Pd.  | Seni Rupa + TIK  | 32 | Desi Andhini, S. Pd   | Tenis Meja         |
| 9  | Sukendar, S. Pd        | Seni Musik + TIK | 21 | Nurrokhmiyati, S. Ag | PA. Islam        | 33 | Muryanto              | Karawitan          |
| 10 | Slamet, S. Pd.         | Fisika + Elektro | 22 | Lisvorini, S. Pd     | B. Inggris       | 34 | Shinta Dewi P. S. Pd. | B. Inggris         |
| 11 | Rubiyat PA, S. Pd      | Bhs. Indo + Tari | 23 | Sutomo               | B. Inggris       | 35 | Ngaliman, S. Ag       | SBO                |
| 12 | FX. Haryono, B. A.     | IPS + TIK        | 24 | H. Sudarmadi         | IPA Fisika       |    |                       |                    |

Drs. SUSIYANTO, M. Pd.  
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Sleman, 11 Januari 2010  
Kepala Sekolah

Nota Dinas

Dari : Kaprodi PBI

Kepada : Bpk/Ibu

Hal : TAS

Dr. Agus W.

Dengan hormat:

Mohon kesediaannya untuk menjadi: ☐ Ketua ☒ Penguji utama ☐ Sekretaris

dalam ujian TAS atas nama (NIM): Ari Rosiana  
(05202244182)

Dengan bidang kajian:

1. Pengajaran bahasa Inggris
- ② Pengembangan materi ajar
3. Evaluasi pengajaran bahasa Inggris
4. Penerjemahan
5. Analisis kesalahan bahasa
6. Linguistik

Terima kasih.

Yogyakarta, 2009201

Kaprodi PBI

Drs. Samsul Maarif, M.A.  
NIP. 195304231979031004



PEMERINTAH KABUPATEN SLEMAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( BAPPEDA )**

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**SURAT PERNYATAAN BERSEDIA MENYERAHKAN**  
**HASIL - HASIL SURVEY/PENELITIAN**

NO. : 070/ 0138

Kami yang bertanda tangan dibawah ini saya :

1. Nama : Ari Rosiana  
2. No. Mahasiswa/NIP/NIM : 05202244182  
3. Tingkat (D1, D2, S1, S2, S3) : S1  
4. Universitas/Akademi : Universitas Negeri Yogyakarta  
5. Dosen Pembimbing : Joko Priyana, Ph.D.  
6. Alamat Rumah Peneliti : Jl. Weling CT VIII/182 Karangmanan Perak Sleman  
7. No. Telp/HP : 085642213224  
8. Tempat Lokasi Penelitian/ Survey : SMPN 05 Depok

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil Research/ Penelitian/ pencarian data tentang/ judul :

Designing Video-based Tools in Teaching Descriptive Text  
for Grade VII students of SMPN 05 Depok

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari  
Pernyataan perijinan Research/ Penelitian yang kami lakukan dalam  
Wilayah Kabupaten Sleman DIY.



Sleman, 22 Januari 2010

**Yang menyatakan**

(Nama Terang)

Ari Rosiana